



Walden University  
**ScholarWorks**

---

Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies  
Collection

---

2020

## Perceptions of Academic Success of English as a Second Language Nursing Students

Jean Lansang  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>



Part of the [Education Commons](#), and the [Nursing Commons](#)

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

College of Health Sciences

This is to certify that the doctoral dissertation by

Jean Dimayuga Lansang

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

## Review Committee

Dr. Janice Long, Committee Chairperson, Nursing Faculty  
Dr. Leslie Hussey, Committee Member, Nursing Faculty  
Dr. Maria Ojeda, University Reviewer, Nursing Faculty

Chief Academic Officer and Provost  
Sue Subocz, Ph.D.

Walden University  
2020

Abstract

Perceptions of Academic Success of English as a Second Language Nursing Students

by

Jean Dimayuga Lansang

MAN, University of the Philippines, 2005

BSN, Lyceum of Batangas, 1992

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Nursing

Walden University

November 2020

## Abstract

Hispanic or Latino and Asian communities represent two of the rapid-growing ethnicities who seek healthcare in the United States. However, the U.S. nursing workforce does not reflect the ethnic or cultural makeup of the patient population. The purpose of this study was to examine the lived experiences of Asian and Hispanic or Latino English as a second language (ESL) nursing students and learn the barriers and facilitators they experienced in their nursing program. A qualitative phenomenological approach underpinned by the social ecological model and the Cummins language acquisition model was used for the study. Face-to-face interviews were conducted with 7 Asian and 7 Hispanic or Latino ESL nursing students who were identified through purposeful and snowball sampling. The phenomenological analysis revealed common facilitators for both study groups as a supportive learning environment within the school's organization; emotional and financial support of family, friends, and work; and positive norms and values in school. Common barriers perceived were language barriers; faculty, classmates and family limited support and guidance and poor time management; and the academic expectations set by society. Faculty support, repetitive reading/studying, and collaboration with classmates were perceived as critical to learning. Findings suggest that schools of nursing might adopt teaching and writing support strategies tailored to the ESL students' cultural needs and diversity which may result in positive social change by promoting the academic success of ESL Hispanic or Latino and Asian nursing students.

Perceptions of Academic Success of English as a Second Language Nursing Students

by

Jean Dimayuga Lansang

MAN, University of the Philippines, 2005

BSN, Lyceum of Batangas, 1992

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Nursing

Walden University

November 2020

## Dedication

I want to offer back the fruit of my hard work to our God, the Father Almighty, who have been with me every step of the way and guided me to the correct path of my journey.

I dedicate this dissertation to honor my father, Domingo Dimayuga, who inspired me to dream and work hard to achieve it, he shared my triumphs and failures, joy and loneliness, and who loved me unconditionally with all of his heart. I also dedicate all my accomplishments in the memory of my mother, Adoracion Dimayuga, who claimed that I have already achieved what my heart desires before I even accomplish it.

Also, I dedicate this dissertation to my loving and supportive family, Rolando, Junar, and Jela, as well as all the ESL nursing students globally who could benefit from the findings of this study.

## Acknowledgments

First and foremost, I want to thank God for answering my prayers and for providing me strength and courage. I could not possibly do any of this work without Him by my side. Also, I thank my family, Jela, my only daughter, for giving me her lots of hugs and love. I thank my son Junar, for sharing with me his time to provide technical support, critique, hugs, love, and wisdom, and my husband, Rolando, my sisters Janet and Jessica, and my niece Sierna for their unwavering love, support, and understanding.

I give my thanks and gratitude to my dissertation committee for their time and support in this endeavor. I especially thank my Chair and Advisor, Dr. Janice Long, and Dr. Lesley Hussey for sharing their expertise, knowledge, and support. They both provided me with constructive criticism, knowledge, and expertise. Also, I would like to thank my academic adviser, Bridgette Malchow, for her genuine and heartfelt support for her students.

Lastly, I thank my dear friend, Rowena Bastero, for being a mentor, critique, and advisor, but most of all, for her encouragement, help, and support.

## Table of Contents

List of Tables .....	vi
Part 1: Overview .....	1
Introduction.....	1
Broad Context and Relevance to Society.....	2
Specific Problem.....	4
Positive Social Change .....	7
Background.....	8
Barriers to Academic Success.....	10
Facilitators to Academic Success.....	15
Theoretical Framework.....	23
Overview of the Manuscripts.....	29
Manuscript 1 .....	29
Manuscript 2 .....	32
Manuscript 3 .....	34
Significance.....	36
Summary .....	37
References.....	38
Part 2: Manuscripts .....	50
Manuscript 1: Asian and Hispanic or Latino Barriers to Successful Nursing	
Program Completion.....	50
Outlet for Manuscript.....	51



Abstract .....	53
Introduction.....	54
Significance/Importance .....	55
Relevant Scholarship .....	56
The Gap in the Literature.....	58
Research Question and Design .....	58
Methods.....	59
Participants.....	59
Sample.....	61
Definition of Concepts.....	61
Instrumentation or Measures.....	62
Ethical Procedures .....	62
Transferability and Credibility.....	63
Design and Analysis .....	67
Results.....	67
Themes.....	68
Discussion.....	82
Interpretation.....	82
Limitations .....	84
Implications.....	84
Recommendations.....	86
Conclusion .....	86

References.....	89
Manuscript 2: Facilitators to Successful Nursing Completion of Asian Nursing	
Students.....	103
Outlet for Manuscript.....	104
Abstract.....	105
Introduction.....	106
Significance/Importance .....	107
Relevant Scholarship .....	108
The Gap in the Literature.....	109
Research Question and Design .....	110
Methods.....	110
Participants.....	110
Sample.....	111
Variables/Sources of Data.....	112
Definition of Concepts.....	112
Instrumentation or Measures.....	113
Transferability and Credibility.....	114
Results.....	118
References.....	149
Manuscript 3: Facilitators to Successful Nursing Completion of Hispanic or	
Latino Nursing Students .....	154
Outlet for Manuscript.....	155

Abstract .....	156
Introduction.....	157
Problem and Goal .....	157
Significance/Importance .....	158
Relevant Scholarship .....	159
The Gap in the Literature.....	162
Research Question and Design .....	163
Methods.....	163
Variables/Sources of Data.....	165
Definition of Concepts.....	165
Instrumentation or Measures.....	166
Transferability and Credibility.....	167
Results.....	171
Discussion.....	201
Interpretation.....	201
Limitations .....	203
Implications.....	204
Recommendations.....	205
Conclusion .....	205
References.....	208
Part 3: Summary .....	213
Integration of the Studies .....	213

Barriers to the Academic Success.....	213
Facilitators to Academic Success.....	215
Summary of Lessons Learned.....	217
Conclusion .....	219
References.....	221
Appendix A: Recruitment Flyer.....	222
Appendix B: Letter to Potential Participants .....	224
Appendix C: Demographic Questions .....	225
Appendix D: Interview Questions .....	226
Appendix E: Interview Guide .....	228
Appendix F: Summary of Emergent Themes by Theoretical Components.....	235

## List of Tables

### **Manuscript 1**

Table 1. Demographic Data .....	60
Table 2. Summary of Themes Under the Individual Component.....	70
Table 3. Summary of Themes Under the Interpersonal Component .....	73
Table 4. Summary of Themes Under the Organizational Component.....	75
Table 5. Summary of Themes Under the Community Component .....	77
Table 6. Summary of Themes Under the Society Component .....	79
Table 7. Summary of Themes Under the Supranational Component .....	81

### **Manuscript 2**

Table 1. Summary of Themes Under the Individual Component.....	125
Table 2. Summary of Themes Under the Interpersonal Component .....	129
Table 3. Summary Themes Under the Organizational Component.....	132
Table 4. Summary of Themes Under the Community Component .....	136
Table 5. Summary of Themes Under the Society Component .....	139
Table 6. Summary of Themes Under the Supranational Component .....	141

### **Manuscript 3**

Table 1. Summary of the Themes Under the Individual Component.....	177
Table 2. Summary of the Themes Under the Interpersonal Component .....	184
Table 3. Summary of the Themes Under the Organizational Component.....	188
Table 4. Summary of the Themes Under the Community Component .....	195
Table 5. Summary of Themes Under the Society Component .....	198

Table 6. Summary of the Themes Under the Supranational Component .....	200
--	-----

## Part 1: Overview

### **Introduction**

The projected increase in the number of foreign-born persons, especially racial and ethnic minorities, in the United States has spurred discussions not only about equitable healthcare delivery and treatment but the representativeness of the healthcare workforce. According to Colby and Ortman (2015), between 2014 and 2060, the U.S. native population is expected to increase by 22% while the foreign-born population is projected to grow by 85%. Additionally, Colby and Ortman projected the population distributions for the minority population would constitute 81.2 % of the foreign-born population by 2060. Although the foreign-born population is made up of minority and nonminority groups, the focus of this study was on the foreign-born minority population described by Colby and Ortman. Asian and Hispanic or Latino ethnic minorities comprised 24.4 % of the U.S. population in 2019 (U.S. Census Bureau, 2019). The minority population with the greatest increase in growth in the Western United States is the Hispanic (or Latino) and Asian population resulting in an increase in Hispanic and Asian consumers seeking healthcare.

Further contributing to the complexity of the population is the English language proficiency of the minority population. Based on the data from the U.S. Department of Health and Human Services, Office of Minority Health (OMH, 2017), 32.6% of Asians are not fluent in the English language while over 70% of Asian Americans speak a language other than English at home. Furthermore, approximately 20-70% of the Hispanic or Latino population are not fluent in the English language, while 72% of the

Hispanic or Latino population speak a language other than English at home (OMH, 2017). According to Mangrum (2015), the nursing workforce needs to be diversified to improve the quality of care among ethnic minority clients. With the growth in the minority population including the Hispanic or Latino and Asian population, providing culturally appropriate healthcare and preparing nurses to care for the diverse patient mix may pose a challenge for clinical and academic healthcare professionals (American Association of Colleges of Nursing [AACN], 2019).

### **Broad Context and Relevance to Society**

According to Hancock (2017), adequate diversity in the nursing workforce promotes health equity, culturally sensitive nursing care that meets the needs of diverse group members, and the discovery of culturally sensitive models of nursing interventions. Ethnically diverse healthcare personnel who are from Hispanic or Latino and Asian backgrounds could also create a positive impact on policy making and the allocation of resources at the local, state, and, federal levels. The increasing number of minority students compel educational institutions to enforce the value of diversity by facilitating the allocation of necessary funds and resources, and the alignment of policies and practices across the educational institution. The inclusion and equity among students of various ethnic groups should be part of every educational institution's mission (U.S. Department of Education, Office of Planning, Evaluation and Policy Development and Office of the Under Secretary, 2016).



A culturally diverse nursing workforce would benefit all races and ethnicities by providing culturally appropriate nursing care for clients of different cultural backgrounds (Mbulu, 2015). Yet, California's workforce still lacks a diverse workforce to match the most significant minority populations served in the state. The California Department of Finance suggests that the number of Hispanics and non-Filipino Asians in California is projected to grow over the next forty years while Hispanics, Asians and Blacks remain underrepresented in the nursing workforce (Waneka, Spetz & Lee, 2013).

The need to prepare nurses to provide care for minority populations was recognized by the AACN (2019), in its statement that graduate nurses must demonstrate an understanding of a variety of cultures to provide high-quality care across various healthcare settings. This need for diversity in healthcare includes nurses who provide nursing care for the Hispanic or Latino and Asian populations. Efforts to address the need for culturally diverse care can be improved when the nurse demographic more closely aligns with the cultures represented in the patient/client community. Thus, strategies are needed to increase the number of minority nurses, in particular, Hispanic or Latino and Asian nurses who are representative of the population. Therefore, efforts to increase the number of minority nurses must begin with not only recruiting nursing students to begin their course of study but actively understanding how to retain them in the nursing program (Tabi, Thornton, Garno, & Rushing, 2013). An understanding of the reasons that contribute to Hispanic or Latino and Asian nursing student success in nursing school is needed to improve retention of Hispanic or Latino and Asian nurses, especially those who have English as a second language (ESL).

### **Specific Problem**

There is a lack of understanding of the contributors to the success and the barriers faced by Asian and Hispanic or Latino ESL nursing students in the course or their nursing school studies (Loftin, Newman, Dumas, Gilden, & Bond, 2012). Loftin et al. (2012) discussed the substantial gap in the body of literature related to the barriers and experiences of minority nursing students who had been unsuccessful or left their nursing program prior to graduation. In this current study, I sought to fill the gap in the literature by gaining an understanding of the reasons that contribute to Hispanic or Latino and Asian nursing student success in nursing school. The results of this study might serve as a foundation for schools of nursing and faculty to identify strategies for overcoming the barriers faced by Asian and Hispanic or Latino ESL nursing students while they are in their program of study. Moreover, the lessons learned may be disseminated to faculty and to students to provide insights that help to retain current ESL students in their programs. In this study, I interviewed Hispanic or Latino and Asian nursing students regarding barriers and facilitators for the successful completion of their nursing program.

Given that 36.3% of the general U.S. population are minorities (Mangrum, 2015), the current nursing workforce is not representative of the general population's racial and ethnic diversity of cultures. This racial disparity is supported by the findings of Smiley et al. (2019), that while the population of White non-Hispanic nurses is 80.8% of the total population of nurses, the minority group is represented only by about 19% of the nursing workforce. Additionally, according to Smiley et al. (2019), the nursing workforce in the United States is comprised of approximately 7% of Asian minorities and 5.3% of

Hispanics or Latinos raising the question of whether nurses of these racial and ethnic groups seek careers in nursing programs of study or if those who do are not successful in completing their course of study. Based on data from the National Council on State Boards of Nursing (NCSBN, 2013), only 3% of the registered nurses were Hispanic while the population was made up of over 17% who were Hispanic (NCSBN, 2013). According to Tabi et al. (2013), it is essential to understand the perceived educational experiences of minority nursing students to promote successful completion of nursing programs, which could subsequently increase the representation of minorities in the healthcare arena.

Evidence supports that attrition is higher among nursing students who are racial and ethnic minorities than students who are not members of minority groups. As Sanchez and Franki (2017) observed, although there is an increasing population of Hispanics in the United States, the percentage of Hispanic nurses is still lower in comparison to the size of the community they serve. Furthermore, student nurses who are racial and ethnic minorities, such as Asian and Hispanic or Latino, are less likely to graduate than student nurses who are not racial and ethnic minorities. Attrition rates among minority nursing students are higher than for White nursing students, according to Graham, Phillips, Newman, and Atz (2016). Nursing leaders have made tremendous efforts in recruiting and graduating nurses who mirror the patient population. Nevertheless, further efforts are needed to achieve adequate representation of minorities in the nursing workforce (AACN, 2019). AACN (2019) further stated that attracting students from underrepresented groups in nursing should be a high priority for the nursing profession.

It is therefore essential to increase the number of enrolled and graduating minority nurse students in nursing programs to promote diversity in the nursing workforce.

According to Barbé, Kimble, Bellury, and Rubenstein (2018), the size of the nursing workforce is significantly reduced by the attrition of academically qualified nursing students. Barbe et al. showed that the attrition of the nursing students in Bachelor of Science in Nursing (BSN) programs was mainly among students who were racial, ethnic, and cultural minorities. Barbe et al. also noted that a large percentage of students who did not complete their programs were born outside the United States, had one or both parents born outside the United States, reported English was not the primary language spoken in the home, and were racially/ethnically diverse. One of the major solutions to address the increasing diversity of the patient population is to increase the number of nursing students who complete the nursing program. This can be done by consistent and meaningful collaboration between the nursing institution, nursing leaders, and health care systems to build a culture of diversity, inclusion, and support for minority nursing students (Barbé et al., 2017).

The number of culturally diverse nurses working in the healthcare setting should be proportionate to the increasing number of the minority population. Asian and Hispanic or Latinos are the two ethnic groups with the highest population in California other than the White non-Hispanic population alone (U.S. Census Bureau, 2018). According to the U.S. Census Bureau (2018), Hispanics or Latinos (39.1%) ranked second to White non-Hispanics (72.4 %), while Asians ranked third (15.2 %) among ethnic groups with highest population estimate in California. Also, the combined population of Hispanics or

Latinos and Asians collectively make up 23.9 % of the total U.S. population (U.S. Census Bureau, 2017). While the significant shift in the racial and ethnic composition of the future population is projected to occur primarily among minorities (Colby & Ortman, 2015), this population is still underrepresented in the nursing profession.

### **Positive Social Change**

The potential positive social change implications of the findings of this study could help the Hispanic or Latino and Asian nursing students who have English as their second language (ESL) to achieve successful completion of their nursing education studies. Hence, it could help build diverse nursing health care personnel enough to serve a culturally diverse clientele. The diversity among healthcare personnel is essential to accommodate culturally diverse health care clients (Mbulu, 2015). Thus, enhancing the racial and ethnic diversity of students in nursing programs is critical (Phillips & Malone, 2014). The higher number of graduating minority students from the nursing programs will also improve the number of minority nurses working in the health care field. Barbe et al. (2018) indicated a need for further research in nursing school success for students of diverse racial, ethnic, and cultural backgrounds to understand the various factors affecting the academic success of the group. By improving academic success and graduation of students of diverse racial, ethnic, and cultural backgrounds, adequate diversity of the nursing personnel in the healthcare community may be achieved. Also, it will provide a higher quality of nursing care that promotes client's satisfaction of care.

In this study, I have examined the facilitators and barriers to the academic success of Asian and Hispanic or Latino ESL nursing students who are taking the Associate

Degree Nursing (ADN) program in the Western region of the United States. The purpose of the study is to understand the perceptions of the barriers to the academic success of Asian and Hispanic or Latino ESL nursing students.

### **Background**

There are varying factors affecting the academic success of ESL nursing students. Karadag et al. (2017b) summarized the current research findings related to the factors affecting the academic achievement of the students. Karadag et al., combined the findings from different studies by examining the relationship between student achievement and 21 psychological, social, and demographic variables separately. The authors categorized the effect of these psychological, social, and demographic variables according to the level of effect each had on the academic achievements of the students. These categories were no effect, low, medium, high effect, and small or large impact. Variables with a high or large impact on the academic achievements of the students are; socioeconomic status, and collective teacher efficacy (Çogaltay & Karadag, 2017; Koza Ciftci & Melis Cin, 2017). While the factors with medium effect on the academic achievement were educational leadership, attitude, self-efficacy, self-concept, culture, and school climate, expectation and self-esteem, learning type, and learning styles (Ay, 2017; Çikrikci, 2017; Danisman, 2017; Dulay & Karadag, 2017; Karadag, Bektaş, Çogaltay & Yalcin, 2017; Kocyigit, 2017; Koruk, 2017; Solpuk, 2017). The factors with low or small impact were; motivation, self-regulation, anxiety, locus of control, parent involvement, and goal orientation ( Çogaltay, 2017; Danisman, 2017; Erzen, 2017; Guler, 2017; Orhan Ozen, 2017) while social adjustment had no effect on the academic achievement

of the students (Karadag, 2017a). These findings provided insights on elements that help and aspects that do not influence the academic achievement of nursing students. The summary of these investigations is significant to direct future research and practices. There is still a need for additional studies in the related field to explore other factors affecting student achievement (Karadag, 2017b).

Other investigations have indicated a variety of factors that hinder the academic achievement of ESL nursing students, such as; financial constraints, language barriers, cultural differences, workload, time management, self-perception, isolation, and discrimination. While factors that promote academic success are faculty, academic, financial, family, and social support; collaboration with students of the same culture; support for language and writing; positive learning environment; culturally congruent teaching practices; learner-centered teaching strategies; interactive course designs; health care work experience; transparent curriculum; innovation; and experiential teaching-learning tools (Barbe et al., 2018; Choi, 2016, 2018; Clark, 2016; Dominguez, 2017; Donnel, 2015; Gibbs, 2016; Jeffreys, 2015; King (2015); Koenigsman, 2017; Moore & Olson, 2012; Mulready-Shick et al., 2019; Ninan, 2015; Rauscher (2017); Robbins and Hoke, 2013; Sailsman, Rutherford, Tovin, and Cianelli (2018); Salamonson, Attwood, Everett, Weaver, & Glew (2013), Sanchez & Frank, 2017; Starkey, 2015; Stroup, 2015; Sung, 2015; Tang et al., 2015; Wang et al., 2015).

For minority with English as a second language (ESL) nursing students, academic success could mean more than passing the course and graduating from the nursing program. On a deeper level, academic success for the ESL minority nursing students

could mean freedom from inequity and health disparity. However, these learners are exposed to higher risks for a multitude of reasons (Olson, 2012) with a higher attrition rate than other nursing students born in the United States (Graham, Phillips, Newman, and Atz, 2016). These related studies are categorized as barriers or facilitators to the academic success of nursing students. This background section also includes global barriers to academic success perceived by the ESL minority nursing students studying outside the United States.

### **Barriers to Academic Success**

Many factors may influence the academic success or challenges faced by minority nursing students in their course of study. Moore and Clark (2016) noted many challenges that ESL minority nursing students face every day in nursing school, especially language barriers when they are testing. The findings from Moore and Clark enlighten educators on the importance of linguistic change of tests. Moore and Clark recommended the inclusion of first-semester students and their demographic data for future studies to further explore the academic challenges of minority nursing students.

Koenigsman (2017) also conducted a study related to the perceived barriers of minority nursing students in achieving academic success. This author explored the role of grit in their educational journey. According to Koenigsman, grit is trait-level perseverance in succeeding despite difficulty or delay in achieving success, and dedication to achieve long term goals. The results of the study indicated multiple barriers to academic success for minority nursing students, such as financial constraints, language barriers, cultural differences, and workload. The participants scored nearly in the 70th



percentile on the Grit-S scale, indicating the students' passion and perseverance positively influenced the minority students to succeed and graduate from the nursing program. Schools of nursing may be able to use this information to increase their minority students' level of grit and to provide appropriate strategies for success based on the unique barriers faced by minority students at their schools.

However, other researchers, such as Barbe, Kimble, Land, Bellury, and Rubenstein (2018), focused their investigation on the factors affecting the attrition of ESL nursing students. They found a significant association between social determinants and attrition. Social determinants included economic stability, education, social and community context, health and health care, and lastly neighborhood, and built environment. The major causes of ESL nursing students' attrition are: language barriers, inadequate high school preparation, and parent's educational level (Barb et al., 2017). Barb et al. further noted that students born outside the United States with a weak support system, poor health, safety concerns, and experiences of inequity could also lead to students' attrition. Also, their study indicated that 80% of the students who academically failed were born outside the United States. The parents, either one or both are born outside the United States, reported English as their second language, and were racially/ethnically diverse. Barb et al. highlighted the significant effect of social determinants on the academic achievement of ESL nursing students. In this study, social determinants of ESL nursing students such as economic stability, education, social and community context, health and health care, neighborhood, and built environment are fundamental to the academic retention of the ESL nursing students. Individual factors

reflecting social determinants are also included in an academic retention model, such as Jeffreys's (2012) Model of Nursing Undergraduate Retention and Success (NURS).

Olson (2012), focused on the factors affecting the success of ESL nursing students and found that the language barrier is the most crucial issue of ESL nursing students. Olson suggested enhancement of language development, and support ESL students to assimilate into American culture and use of English. Donnel (2015) found out that a comprehensive reading program such as enhancement of language development is not associated with the ESL students' attrition. The result of this study indicated the significance of early identification of students at risk for attrition due to reading comprehension scores so that early interventions can be provided before the start of the program.

**Barriers to academic success among Asian nursing students.** Several researchers have conducted studies to identify barriers to success that are specific to Asian ESL nursing students. Tang, Wong, and Wong (2015) found that technical issues, adequacy of support, time requirements, motivation, explicit instruction, course design, and relevance of the course work were barriers to the academic achievement of the Chinese nursing students. Tang et al. also found that poor accessibility to learning resources, inadequate technical and learning support, and lack of peer support throughout the course led to the non-completion of the nursing program. Some other barriers to the academic success of ESL nursing students were lack of English language proficiency, cultural barriers, social problems, culturally developed learning styles, academic

demands, perceived racism, homesickness, lack of assertiveness, and financial difficulties (Wang, Andre, & Greenwood, 2015).

Sailsman, Rutherford, Tovin, and Cianelli (2018), focused on the lived experiences of Asian nursing students taking an online course, which is dissimilar to other authors who focused their investigation on the ESL nursing students taking the nursing program through a traditional classroom environment. Five major themes emerged which were understanding the online classroom, expressing culture online, alone but not lonely, writing as a surmountable barrier, and the faculty role in the online journey. Findings showed that Asian nursing students opted for online nursing degree completion for convenience and flexibility. The results of this study also provided insights into the barriers and positive experiences that helped the participants with integration, writing, and how to gain support for success.

#### **Barriers to the academic success of Hispanic or Latino nursing students.**

Koenigsman (2017) studied the perceived obstacles of minority nursing students in achieving academic success, strategies for success, and the role of grit in their educational journey of Hispanic/Latino or non-White. The results of the study indicated multiple barriers to academic success. According to Koenigsman, some of these barriers are financial, language, cultural differences, workload, and other challenges. Several strategies for success were identified, including but not limited to language, social, and faculty support (Koenigsman, 2017). These findings could be of tremendous help to nursing schools in providing appropriate support and practical strategies to improve the success rate of graduates among minority nursing students. Koenigsman suggested

further study is needed to find the differences and similarities of learning experiences between groups of diverse ethnic backgrounds.

The deficiency of Hispanic or Latino nurses working in the healthcare setting could be related to the low numbers of graduating Hispanic or Latino nursing students. The high attrition among Hispanic or Latino ESL nursing students could be attributed to the language barrier that they are experiencing in nursing school. However, the study of Dominguez (2017), indicates no correlation between language proficiency and academic success. The other findings from this study revealed that finances, time management, language barriers, and self-perception are significant challenges to their academic achievement. According to the results of the study of Sanchez and Frank (2017), the low number of Hispanic students graduating from high school and enrolling in post-secondary education exacerbates the problem. It is critical to increase the numbers of enrolling Hispanic or Latino nursing students to promote cultural diversity in health care and prevent health disparities among Hispanic or Latino communities.

**Global barriers to the academic success of ESL nursing students.** The challenges of ESL nursing students in nursing school can be noted worldwide. Since my study will be guided by the Social Ecological Model (SEM), it is essential to explore the SEM's supranational component, which will allow me to explore the facilitators and barriers to the academic success of ESL nursing students globally. Mitchell, Del Fabbro, and Shaw (2017) conducted a study in Canada regarding the experience of international nursing students studying in Canada. This study indicated two significant themes; expressing myself and finding my place. Mitchell et al. found that it takes a longer time

for international nursing students to study nursing concepts in comparison to non-ESL students. Also, ESL students feel isolated and discriminated, and these learners seek supportive opportunities to speak English to develop proficiency (Mitchell et al., 2017). Thus, ESL nursing students either studying in the United States or abroad experience barriers to academic success that could prevent them from successful completion of the nursing program.

### **Facilitators to Academic Success**

In the study of Koenigsman (2017), some strategies to help achieve academic success were identified such as, financial and social support, strategies related to academic support; institutional and faculty commitment; availability of mentors, employing minority faculty, and setting role models. These findings provide tremendous help to nursing schools in providing appropriate support and effective strategies to improve the success rate of graduates among minority nursing students. Koenigsman suggested further study to find the differences and similarities of learning experiences between groups of students from a diverse ethnic background.

Distinct from Koenigsman's research interest, Jeffreys (2015), focused instead on providing nursing faculty with an organizing framework and action ideas to promote students' success. Jeffreys developed and utilized the Jeffreys' Nursing Universal Retention and Success (NURS) model. It presents a conceptual framework for examining the multidimensional factors affecting nursing students' retention and success (Jeffreys, 2015). Some of these, action ideas are as follows; assessment of current teaching practice and situation, combine successful teaching strategies, promote positive learning

environment including team building, and positive competition, develop teaching strategies appropriate for culturally diverse students, encourage interactions among students' diverse group, assessment of students' strengths and weaknesses, provide feedback, motivation, and positive encouragement, culturally congruent teaching practice, and learner-centered teaching strategy (Jeffreys, 2015). This list of action ideas could help nurse educators promote successful outcomes of ESL nursing students and reduce ESL students' attrition. Jeffreys recommended global collaborative partnerships such as collaborations and interconnections among nurse educators globally to create a network of faculty working towards a common goal for students' achievement, persistence, and retention, utilization of innovative teaching approach, and engagement on nursing education research. These recommendations of Jeffreys' concur with the findings indicated in the study by Sailsman, Rutherford, Tovin, and Cianelli (2018). Five major themes that emerged from their study were: understanding the online classroom, expressing culture, alone but not lonely, surmountable writing barriers, and the faculty role in the journey (Sailsman et al., 2018). These themes revealed the challenges and successes of ESL nursing students, such as time management, collaboration with students of the same culture, group activities, and obtaining support for language and writing, which helps them achieve academic success.

Likewise, Sung (2015) conducted a relevant study, but this author focused on the student-advisor relationship of ESL graduate students in the U.S. Nursing program. The results indicated that the faculty had a positive influence on the academic success of the students. The positive relationship between the students and faculty outweighs the

students' English language deficiency. Also, the findings of the investigation emphasized the significant role of the faculty in the academic success of the learners (Sung, 2015). Sung suggested further research on methods that will promote faculty support for ESL students.

In contrast, Starkey (2015) focused on faculty teaching ESL nursing students. Starkey explored the essential factors that influence faculty attitudes and perceptions of teaching English as second language nursing students. The core category of themes that emerged from the study of Starkey was conscientization. Also, from this study, Starkey was able to develop the conceptual framework of conscientization. According to Starkey, the theoretical framework of conscientization explained the social processes essential in teaching ESL nursing students. These social processes included critical awareness of the faculty on the academic needs of ESL students through collective reflection, dialogue, and action. Also, the results helped the social processes involved in teaching English as second language nursing students and enhanced the teaching strategy for ESL students. Starkey recommended replicating this study in other geographical locations.

The following literature is studies that are relevant to facilitators to the academic success of Asian, and Hispanic or Latino ESL nursing students. This background section also includes global facilitators to the academic success of ESL nursing students studying outside the United States.

**Facilitators to the academic success of Asian nursing students.** Asian ESL nursing students have difficulty in understanding multiple choice-exams because they cannot easily comprehend the questions. Mulready-Shick, Edward, and Sitthisongkram

(2019) explored the impact of the linguistic modification on multiple-choice exam-type test items for nursing students from Asian backgrounds identified as nonnative speakers of English. The results indicated that the Asian ESL nursing students who participated preferred test items that had been linguistically modified which means that the test items were concise, direct, selections for answers are objective rather than subjective, verbs are written in active form, organized-sentence structure, use of boldface, capitalization, and underlining, modified versions also eliminated abbreviations and parentheses. In the modified version of the tests, Asian ESL nursing students were able to distinguish between construct relevant and construct-irrelevant language. This investigation provided an evidenced-based study regarding the significance of linguistic modification that promotes readability and comprehensibility of exam questions among nursing students who identified as nonnative speakers of English from Asian descent. It also encouraged best practices in writing valid and reliable test items and supports the use of linguistic modification for nursing programs with ESL populations.

Moreover, Tang, Wong, and Wong (2015), conducted a relevant study regarding the learning experience of Chinese nursing students after they have completed an online clinical English course. The results of the study indicated that the online English course helped students improve their fluency in speaking the English language. The factors that contributed to the participants' achieved academic success are as follows: interactive course design, sufficient time to finish the course work, and relevance of the lecture topic to the clinical work experience.



**Facilitators to the academic success of Hispanic or Latino nursing students.**

There are ways to support Hispanic or Latino nursing students achieve academic success. In the study of Stroup (2015), the findings indicated that mentoring, shadowing a nurse at work to see what he or she does, and obtaining health care work experience are helpful strategies to obtain academic achievement in nursing school. This study provided evidence-based results that can be used by high school counselors, college and university academic advisors, and nursing programs to successfully promote nursing as a career choice by Hispanic/ Latino college students. For future research, Stroup suggested studying a higher number of Hispanic/Latino community college students that could provide additional information about nursing career interest and self- efficacy, as well as factors these students believe would help them be successful in a nursing program.

Likewise, Robbins and Hoke (2013) conducted a descriptive qualitative study to explore Registered Nurse–to–Bachelor of Science in Nursing (RN-to-BSN) students' perceived facilitators and barriers to successful program completion. The analysis showed similar themes among Hispanic or Latino and non-Hispanic or Latino groups. The findings associated with students' success were transparent curriculum, explicit belief in the potential for student success, commitment to respect, personal resources, family support, employment considerations, interactions, requirements, learning, and value. The results of this study suggested the significance of positive interactions between the faculty who facilitate the program curriculum and the student. These findings add to the body of knowledge about RN-to-BSN education and how to successfully support the needs of ESL nursing students. These findings could have

potential nursing curriculum implications such as the provision of a learning environment that promotes communication, and curricula that foster comprehensive knowledge and skill of the new competencies.

In some studies, the author focused on nursing students who have already completed the nursing program. One of these authors is Ninan (2015), who explored ESL nursing students who have completed a nursing program, earned a baccalaureate of science degree, and passed the state licensing examination for registered nurses despite having failed a nursing course and having been placed on academic probation. The findings revealed that the academic success of Hispanic or Latino nursing students after their academic failure is a process that occurs in three distinct successive stages: despair, self-reflection, and change. During the stage of despair, when ESL Hispanic or Latino nursing students failed their test, the faculty needs to communicate with genuine concern and empathy for the students to establish a positive and trusting relationship between the students and educator. The second stage is self-reflection when the faculty provides time for the Hispanic or Latino ESL nursing students to discern what they genuinely like to be and its reason. This stage of self-reflection allows the Hispanic or Latino ESL nursing students to recapture their dream to become a nurse essential to move forward to the third stage to achieve success, which is change. In this final stage, the nurse educator assists the Hispanic or Latino ESL nursing student to identify their old beliefs, attitudes, and change it into new learning practice such as reaching out when they need help, connection with peers, proper time management, and effective study techniques (Ninan, 2015). These findings could help educators to equip themselves with knowledge and

skills on how to support students through the steps of the success journey. Also, this new knowledge could guide the faculty on how to effectively support nursing students in achieving their academic goals and successfully graduate from a nursing program.

Additionally, Rauscher (2017) conducted a narrative, descriptive study that focused on successful Latino nursing graduates. The importance of family, perseverance, and empowerment were themes that emerged in this study. All participants attributed their success to family, indicating the significance of family support in the success of nursing students. The participants have also felt self-empowerment through the loving support of their families and faculty. All the participants have gone through various challenges while completing the nursing program, but they were able to overcome these struggles by using faith, self-efficacy, and perseverance. The findings indicated the significance of family support in the academic success of Latino nursing students. The students' empowerment derived from the family sacrifices and faculty support has created a significant impact on the students' academic achievements. Additionally, the power of perseverance and commitment has helped the participants to attain their ultimate goal to complete the nursing program.

**Global facilitators of the academic success of ESL nursing students.** Choi (2018) conducted a study related to factors affecting the academic success of English-as-an-Additional-Language (EAL) students in Canada. In the United Kingdom (UK) and Ireland, English as an additional language (EAL) refers to the teaching of English in schools to learners whose first language is not English (Oxford Learner's Dictionaries, 2019). Nordquist (2018) also defined English as an additional language (EAL) as a

contemporary term used in the United Kingdom and the rest of the European Union for English as a second language (ESL). Choi (2016), developed a novel support group to reconcile both academic and non-academic problems of English as an Additional Language (EAL) students. Two years after, Choi (2018) examined the experiences and impact of this support group. The result of the study indicated that academic and psychosocial interventions of the support group have a positive influence on the EAL students' academic success. Psychosocial support, such as connecting with other students and sharing of their experiences, reduced the feelings of isolation among EAL students. Psychosocial provisions also promoted the Canadian customs and traditions that allow the EAL students to develop the cultural adaptation critical for interpersonal success in the school or clinical setting.

In Australia, Salamonson, Attwood, Everett, Weaver, and Glew (2013) examined the validity and reliability of the five-item English Language Acculturation Scale (ELAS) to assess English language usage of commencing nursing students. ELAS is a self-report screening tool to determine the English language proficiency of nursing students before entering the nursing program. The findings of the study indicated that ELAS provides excellent reliability and validity for the assessment of English language proficiency. This study further offered support for using the ELAS as an indicator of English language usage and also provided an evidenced-based relationship between ELAS and academic performance. English language usage, as measured by the ELAS, was found to be a significant predictor of students' GPA at the end of the first year. Further research is

needed to examine the utility of this scale as a screening tool for all undergraduate nursing students commencing their studies in higher education.

Collaboration between high schools, colleges, and universities is critical to identify and resolve the perceived barriers to the academic success of Hispanic nursing students. According to Sanchez and Frank (2017), not only communication and collaboration among school institutions are needed but also supporting the nursing students regarding financial concerns that could be addressed by increasing scholarships. Also, education of the Hispanic or Latino community about the shortage of nursing and that support system are available would encourage the Hispanic or Latino community to enroll in the nursing program. The increase in the number of graduating minority nursing students would also support the call of the National League for Nursing (2016) for achieving diversity in the nursing impact on the healthcare of a diverse population.

King (2015) indicated that the Standardized Patient (SP) simulation promotes positive learning outcomes for ESL nursing students in Canada. The utilization of innovative, experiential teaching-learning tools such as SP simulation empowered ESL nursing students in Canada to overcome roadblock to their academic success.

### **Theoretical Framework**

The social-ecological model (SEM) which was introduced by Richard, Potvin, Kishchuk, Prlic, and Green (1996) and adapted by Kok, Gottlieb, Commers, and Smerecnik (2008), provides the overarching framework of the various factors that facilitate or hinder the academic success of ESL nursing students. Likewise, Clary-Muronda (2015) utilized the SEM model to discuss and evaluate the barriers and

facilitators to the retention and graduation of the culturally diverse nursing student. The SEM model focuses on the interrelationships between individuals and the various environmental levels, such as individual, interpersonal, organizational, community, society, and supranational levels (Kok et al., 2008).

**Individual.** The individual-level factor includes identification of at-risk nursing students (see Igbo et al., 2011) while success strategies to address in this level are; provision of financial support, opportunities to interact with peers and faculty for advice, and access to support services (Clary-Muronda, 2015).

**Interpersonal.** The interpersonal level includes individual and mini-groups with whom the at-risk students closely connect with such as family and friends (Clary-Muronda, 2015). Success strategies at this level include; students' support groups, engagement in on-campus group activities, childcare, and family support.

**Organizational.** Organizational-level factors involve organizational supports (Clary-Muronda, 2015) including; school programs such as innovative teaching and learning strategies, tutoring and mentoring services, faculty support, and a supportive learning environment (see Baker, 2010).

**Community.** This level includes connecting ESL nursing students to community resources that will support the ESL nursing students to overcome the challenges while completing the nursing program (see Igbo et al., 2011). It includes pre-college preparation of students who have interest in getting into the nursing program such as the school's initiative to participate in the community volunteer projects created to engage culturally diverse students at the high-school levels, and participation on community

health initiatives that reinforce and develop students' cultural awareness and cultural competency ( see Wong et al., 2008).

**Society.** Societal level factors include the image that nurses create in public (Clary-Muronda, 2015). The societal level includes the development of a culturally congruent curriculum that promotes culturally congruent nursing care. A culturally competent nursing student does not only create a positive image, but it also promotes a positive learning environment and support for the culturally diverse nursing students (Dong & Temple, 2011).

**Supranational.** The supranational level includes local and national initiatives to promote the academic success of ESL nursing students in the local and international arena. It includes national and global supportive programs to achieve the success of culturally diverse nursing students and improve diversity in the nursing workforce in local and global settings. One of the support programs is student forums which, create a positive avenue for diverse students to learn through meaningful exchanges of experiences, knowledge, and ideas locally and abroad (Sanner et al., 2010). Communication among culturally diverse nursing students can raise awareness and initiatives to enhance academic learning and promote the academic success of ESL nursing students.

According to Richard, Potvin, Kishchuk, Prlic, and Green (1996), the role of the environment and its interdependency with the individual plays a significant role in the development of institutional policies and programs. These school services, integrated

with other factors surrounding the students' learning environment, can significantly affect the students' success.

Clary-Muronda (2015) conducted a review of literature utilizing the Social Ecological Model (SEM) to determine what aspects help or hinder academic success of the culturally diverse nursing students. The findings of this study supported the use of SEM for exploring the facilitators and barriers to the retention and success of the culturally diverse nursing students. According to Clary-Muronda, SEM provides a multifaceted aspect of the students learning challenges while providing a clear pathway or guidance on how to resolve barriers to academic success.

Clary-Muronda suggested further study using SEM to examine the facilitators and barriers to the academic success of culturally-diverse nursing students. The SEM provides a holistic approach that could be key to the development of multilevel interventions that address the multilevel factors affecting the academic success of culturally diverse nursing students.

This study also used the Cummins Model of Language Acquisition that could provide a framework for nursing faculty in developing the teaching strategies that effectively meet the learning needs of the ESL nursing students (Abriam-Yago, Yoder, and Kataoka-Yahiro, 1999). The Cummins Model of Language Acquisition explains how ESL students learn and utilize language for social and academic use. According to Cummins (1983), there are two types of language proficiency; basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). Learners use the BICS for daily social conversation while CALP is used for a more



cognitively demanding written and oral communication use in school and other analytic or critical thinking activities (Cummins, 1983, 1984). It takes two years for ESL students to become proficient in BICS and five years to seven years to acquire competence in CALP (Cummins, 1981). However, constant exposure to terminologies, school activities, and class discussions allow ESL learners to develop faster cognitive language proficiency. Cummins's theoretical model of language acquisition proposes that language proficiency can be conceptualized using the four quadrants of the model.

All of the learners' activities (quadrants A and C), fall into the category of Basic Interpersonal Communicative Skills ([BICS]; Cummins, 1984). Quadrant A contains context-rich activities, which means that activities designed by the teacher in this section include clues or clear pointers to help the students understand the lecture or directions. In quadrant C, there are less or none of the context clues (no diagrams or illustrations); however, none of the activities in either A or C is cognitively demanding while the activities below the solid black line (quadrant B and D), are cognitively demanding. The activities in quadrant B are cognitively demanding, but they are also contextually embedded (images, diagrams, and illustrations). Moreover, the learners receive context clues using graphics, images, videos, and other technologies in quadrant B, which contrasts with quadrant D where activities are context reduced such as exams, oral tests, or skills test.

The ultimate goal is to take students from quadrant A, where learners start from basic communication skills to quadrant D, where they could be academically successful in spite of cognitively demanding and context reduced activities. The context-embedded

quadrants contain contextual clues to assist in the understanding of languages, such as facial expressions, gestures, and feedback from the speaker or listener (Abriam-Yago, Cummins, 1983) while context-reduced can be used for situations such as lectures or textbooks that offer fewer illustrations and are linguistically demanding (Cummins, 1983). The learners' analysis of the context-reduced situations is heavily dependent on the student's knowledge and understanding of the language.

Cummins's language acquisition model also illustrates communication or tasks that are cognitively undemanding or cognitively demanding. Cognitively undemanding includes fundamental social interactions. It requires little cognitive involvement to understand the language or tasks (Abriam-Yago, 1999). In contrast, cognitively demanding communicative situations require a keen focus on understanding language and concepts (Cummins, 1983). These communicative situations demand active cognitive involvement.

Cummins's language acquisition theory and framework model could be used by educators to positively improve and influence teaching and learning methods for ESL nursing students. The ability of the educator to distinguish between two types of language proficiency, Basic Interpersonal Communications skills (BICS) and Cognitive Academic Language Proficiency (CALP), could directly influence classroom instruction. This distinction would lead the teachers to a better understanding of the students' language ability to set appropriate expectations (Cummins, 1983).

This study addresses the gap that exists in the current literature regarding perceptions of factors that facilitate or hinder the academic success of ESL nursing

students. The Cummins Model of Language acquisition could provide a framework for faculty to develop teaching plans that could answer the learning needs of the ESL nursing students (Cummins, 1983) while the SEM model provided a framework in exploring the facilitators and barriers to the academic success of culturally-diverse nursing students (Clary-Muronda, 2015).

### **Overview of the Manuscripts**

The three manuscripts in this study are focused on two of the rapidly-growing ethnicities in the United States, which are Asian, and Hispanic or Latino populations (U.S. Census Bureau, 2017). The three manuscripts are integrated to address the gap of knowledge on the barriers and facilitators to the academic success of Asian and Hispanic or Latino ESL nursing students. In the first manuscript, I conducted qualitative research to explore the perceptions of the barriers to academic success in nursing school of Asian and Hispanic nursing students. In the second manuscript, I explored the perceptions of the facilitators to the academic success of Asian ESL nursing students while the third manuscript I explored the factors that promote the academic achievement of Hispanic or Latino ESL nursing students. Understanding the barriers and facilitators of success in nursing school of Asian and Hispanic or Latino nursing students may help nurse educators to implement strategies for support to the Asian and Hispanic or Latino populations as well as other minority student groups.

#### **Manuscript 1**

The purpose of the study was to understand the perceptions of the barriers to the academic success of Asian and Hispanic ESL nursing students.

**Specific problem.** In the Western United States, where I conducted my study, Hispanics or Latinos (39.1%) ranked second to White non-Hispanics (72.4 %), while Asians ranked third (15.2 %) among ethnic groups with the highest population (U.S. Census Bureau, 2018). However, over 80% of the total Registered Nurse population in the United States are White/Caucasian while only 5.3 % and 7.5 %, respectively, represent the Hispanic or Latino, and Asians among the total population of Registered Nurses in the United States (Smiley et al., 2019). Thus, these data show that minority groups are severely underrepresented in nursing.

Diversity among healthcare personnel is essential to accommodate culturally diverse health care clients (Mbulu, 2015), and promote health equity in a region of the country with large populations of minorities such as Asian, and Hispanic or Latino. Also, there is a need to promote minority nursing student success and graduation with an understanding of the barriers that students perceive as limiting their abilities to be successful academically. Nursing school programs must give attention to the various aspects influencing the retention and graduation of nursing students, including the understanding of the barriers that hinder the students' academic success (Phillips & Malone, 2014).

**Research question.** What are the perceptions of the barriers to academic success in nursing school of Asian and Hispanic or Latino ESL nursing students?

**Nature of study and design.** I explored the lived experiences of ESL nursing students regarding the barriers that Asian and Hispanic or Latino nursing students face to achieve academic success. I used a descriptive phenomenological design, which helped

me find the meaning, structure, and essence of the lived experience of the ESL nursing students (Patton, 2015). As described by Creswell (2014), a qualitative study was conducted to describe the lived experiences of the participants, which align with this study's primary goal to obtain a better understanding of the perceived barriers among Asian and Hispanic or Latino ESL nursing students. Thus, the qualitative phenomenological approach is the most appropriate design for this study because it allowed collections of original subjective data that addressed the research question.

**Source of data.** The data were collected from the Asian and Hispanic or Latino, ESL nursing students who speak English as their second language. These participants were recruited from the ADN program of the two community colleges in the Western region of the United States.

I used purposive sampling. According to Patton (2015), information-rich cases can be obtained from purposeful sampling, and a great deal of information related to the topic can be learned from the participants selected through purposeful sampling. Purposive sampling helped reveal and illuminate important group patterns (Patton, 2015) between Hispanic or Latino and Asian nursing students.

I also used snowball sampling, which is a method for recruiting subjects for research studies by asking people who have already participated in recommending others to also take part in the study (Ungvarsky, 2017).

I conducted either an in-depth one-on-one interview or telephone/video call to collect the data and achieve the depth of information until I reached saturation (Hennink,

2013). An introductory statement was provided to participants with details about what to expect during the interview.

## **Manuscript 2**

The purpose of the study was to understand the perceptions of the facilitators to the academic success of Asian ESL nursing students who attend Associate Degree Nursing Programs in the Western region of the United States.

**Specific problem.** The estimated growth of minority populations, along with the growing disparities in health care and health inequities, emphasize the need to recruit and retain a diverse nursing workforce that mirrors the diversity of the patients served in the healthcare arena (Gilis, Powell, & Carter, 2010). The literature related to the academic success of Asian ESL nursing students is limited (Brown, 2017). Although a number of studies have identified the barriers to and facilitators of academic success of ESL nursing students, there is a lack of research regarding what Asian ESL nursing students perceive as facilitators to their success in nursing school. Thus, the purpose of the study is to explore perceptions of factors that facilitate the academic success of Asian ESL nursing students who are enrolled in the Associate Degree Nursing Program.

**Research question.** What are Asian ESL nursing students' perceptions of the facilitators for academic success in their Associate Degree Nursing Program?

**Nature of study and design.** I explored the lived experience of Asian ESL nursing students that helped facilitate their academic success. I used a qualitative phenomenological design, which helped me find the meaning, structure, and essence of the lived experience of the ESL nursing students (Patton, 2015). As described by

Creswell (2014), a qualitative study is conducted to describe the lived experiences of the participants, which align with this study's primary goal to obtain a better understanding of the perceived facilitators to academic success among Asian ESL nursing students. Thus, the qualitative phenomenological approach will be the most appropriate design for this study because it allows collections of first-hand subjective data that address the research question.

**Source of data.** The data was collected from Asian nursing students who speak English as their second language. These participants were recruited from the ADN program of one or more private or public colleges in the Western region of the United States.

I used purposive sampling to recruit participants. According to Patton (2015), information-rich cases can be obtained from purposeful sampling, and a great deal of information related to the topic can be learned from the participants selected through purposeful sampling. Purposive sampling was able to help reveal and illuminate important group patterns (Patton, 2015) among Asian ESL nursing students.

I have also used snowball sampling, which is a method for recruiting subjects for research studies by asking people who have already participated in recommending others to also take part in the study (Ungvarsky, 2017).

I have conducted in-depth one-on-one interviews or telephone/video call to achieve the depth of information, and interviews continued until saturation was reached (Hennink, 2013). An introductory statement was provided to participants with details about what to expect during the interview.

### **Manuscript 3**

The purpose of the study is to understand the perceptions of the facilitators to the academic success of Hispanic or Latino ESL nursing students who attend Associate Degree Nursing Programs in the Western region of the United States.

**Specific problem.** The Hispanic population in the United States is expected to more than double by the end of 2060. Approximately one in three U.S. residents will be Hispanic, compared with one in six in 2012 (Phillips & Malone, 2014). The literature related to the academic success of Hispanic or Latino ESL nursing students is limited. Although a number of studies have identified the barriers and facilitators of the academic success of ESL nursing students, there is a lack of research about what ESL nursing students perceive as facilitators to their success in nursing school. Thus, the purpose of this study was to explore perceptions of factors that facilitate the academic success of Hispanic or Latino ESL nursing students who are enrolled in the Associate Degree of Nursing program. According to Smiley (2019), the Hispanic nurses in the workforce are approximately 5% of the RN population. The expected growth of minority populations, along with the growing disparities in health care and health inequities, emphasize the need to recruit and retain a diverse nursing workforce that mirrors the diversity in patients served in the healthcare arena (Gilis, Powell, & Carter, 2010). Thus, the research problem that addressed in manuscript 3 was the lack of understanding of the factors that facilitate the academic success of Hispanic or Latino ESL nursing students in their attempt to achieve academic success in an Associate Degree Nursing Program.



**Research question.** What are the perceptions of the facilitators to the academic success of Hispanic or Latino ESL nursing students enrolled in an Associate Degree nursing program in the Western region of the United States?

**Nature of study and design.** I have explored the lived experience of Hispanic or Latino ESL nursing students that help facilitate their academic success. I have used a qualitative phenomenological design, which helped me find the meaning, structure, and essence of the lived experience of the ESL nursing students (Patton, 2015). As described by Creswell (2014), a qualitative study is conducted to describe the lived experiences of the participants, which align with this study's primary goal to obtain a better understanding of the perceived facilitators to academic success among Hispanic or Latino ESL nursing students. Thus, the qualitative phenomenological approach is the most appropriate design for this study because it allows collections of first-hand subjective data that address the research question.

**Source of data.** The data were collected from the group of Hispanic or Latino nursing students who speak English as their second language. These participants were recruited from the ADN program of the two community colleges in the Western region of the United States.

The participants were recruited using purposive sampling. According to Patton (2015), information-rich cases can be obtained from purposeful sampling, and a great deal of information related to the topic can be learned from the participants selected through purposeful sampling. Purposive sampling was able to help reveal and illuminate important group patterns (Patton, 2015) among Hispanic or Latino ESL nursing students.

I also used snowball sampling, which is a method for recruiting subjects for research studies by asking people who have already participated in recommending others to also take part in the study (Ungvarsky, 2017).

I have conducted either in-depth one-on-one interviews or telephone/video call to achieve the depth of information, and interviews were conducted until saturation is reached (Hennink, 2013). An introductory statement was provided to participants with details about what to expect during the interview.

### **Significance**

This study helped identify and bring an understanding of the multiple barriers to the successful program completion faced by Hispanic or Latino ESL nursing students. The findings of this study have also provided insights into strategies that can be developed to support ESL students to achieve academic success. Also, the results of my investigation could potentially promote positive social changes by providing an understanding of factors that may help to design a policy such as mandatory professional development training for educators of ESL nursing students and formulate strategies that will help ESL students to complete the nursing program successfully (Mbulu, 2015). Thus, it may increase the number of ESL nursing students who succeed in their nursing education.

The barriers to the academic achievement of ESL nursing students are a global issue (Bartlett, Rodriquez, & Oliveira, 2015). According to Bartlett et al. (2015), the problem regarding barriers to the education of foreign-born students is not only local but also global. This study related to perceptions of ESL nursing students toward their

barriers to academic success in nursing school can provide an essential step in delivering evidence-based findings and solutions related to the issues and problems surrounding the education of ESL students in the United States.

### **Summary**

This investigation integrates the academic experiences of the Asian and Hispanic or Latino ESL nursing students. The three manuscripts provide understanding on the overall factors that hinder or facilitate the academic success of these two ethnic groups.

The specific design, planning, and methodology that were utilized to facilitate understanding and exploration of the experiences of these ESL nursing students are discussed in Part 2.

## References

- Abriam-Yago, K., Yoder, M., & Kataoka-Yahiro, M. (1999). The Cummins model: A framework for teaching nursing students for whom English is a second language. *Journal of Transcultural Nursing, 10*(2), 143-149.  
<https://doi.org/10.1177/104365969901000208>
- American Association of Colleges of Nursing. (2019). *Enhancing diversity in the nursing workforce*. Retrieved from <https://www.aacnnursing.org/Portals/42/News/Factsheets/Enhancing-Diversity-Factsheet.pdf>
- Baker, B. (2010). Faculty ratings of retention strategies for minority nursing students. *Nursing Education Perspectives, 3*, 216-220. Retrieved from <https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=edsgea&AN=edsgcl.234930378&site=eds-live&scope=site>. Acesso em: 23 ago. 2020.
- Barbe, T., Kimble, L. P., Bellury, L. M., & Rubenstein, C. (2018). Predicting student attrition using social determinants: Implications for a diverse nursing workforce. *Journal of Professional Nursing, 34*, 352-356. doi:10.1016/profnurse.2017.12.006
- Bartlett, L., Rodríguez, D., & Oliveira, G. (2015). Migration and education: Sociocultural perspectives. *Educação e Pesquisa, 41*, 1153-1171. doi:10.1590/S1517-9702201508144891
- Brown, T. (2017). Bridging the gap - Chinese nursing students and faculty development:

A review of literature. *POJ Nursing Research and Practice*, 1, 1–

7. doi:10.32648/2577-9516/1/3/003

Choi, L. L. S. (2016). A support program for English as an Additional Language nursing students. *Journal of Transcultural Nursing*, 27(1), 81–85.

doi:10.1177/1043659614554014

Choi, L. L. S. (2018). Perceived effectiveness of an English-as-an-Additional-Language nursing student support program. *Journal of Nursing Education*, 57(11), 641-647.

doi:10.3928/01484834-20181022-03

Çikrikci, O. (2017) The effect of self-efficacy on student achievement. In E. Karadag (Ed.), *The factors effecting student achievement: Meta-analysis of empirical studies*. Cham, Switzerland: Springer.

Clary-Muronda, V. (2015). The culturally diverse nursing student: A review of the literature. *Journal of Transcultural Nursing*, 27(4), 1-13.

doi:10.1177/1043659615595867

Cogaltay, N. (2017). The effect of locus of control on student achievement. In E. Karadag (Ed.), *The factors effecting student achievement: Meta-analysis of empirical studies*. Cham, Switzerland: Springer.

Cogaltay, N., & Karadag, E. (2017). The effect of collective teacher efficacy on student achievement. In E. Karadag (Ed.), *The factors effecting student achievement: Meta-analysis of empirical studies*. Cham, Switzerland: Springer.

Colby, S., & Ortman, J. (2015, March). *Projections of the size and composition of the U.S. population: 2014 to 2060* (Current Population Reports No. P25-1143).

Retrieved from

<https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf>

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Cummins, J. (1983). Academic achievement and language proficiency. In J. Oler (Ed.), *Issues in language and testing and research* (11-129). Rowley, MA: Newberry House.

Cummins, J. (1984). Bilingualism and special education: Issues in assessment and pedagogy. San Diego, CA: College Hill Press.

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56, 18-36.

Cummins, J. (1989). *Empowering minority students*. Sacramento: California Association for Bilingual Education.

Cummins, J. (1989). A Theoretical Framework for Bilingual Special Education. *Exceptional Children*, 56(2), 111–119. <https://doi-org.ezp.waldenulibrary.org/10.1177/001440298905600203>

Cummins, J. (2017). Teaching Minoritized Students: Are Additive Approaches Legitimate? *Harvard Educational Review*, 87(3), 404–425. <https://doi-org.ezp.waldenulibrary.org/10.17763/1943-5045-87.3.404>

Danisman, S. (2017). The Effect of Expectation on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham

- Danisman, S. (2017). The Effect of Parent Involvement on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Danisman, S. (2017). The Effect of Self-regulation on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Dominguez, C. (2017). Language Proficiency and Academic Success of Bilingual Hispanic Nursing Students. Nursing Theses and Dissertations. Retrieved from [https://scholarworks.uttyler.edu/nursing\\_grad/77](https://scholarworks.uttyler.edu/nursing_grad/77)
- Dong, D., & Temple, B. (2011). Oppression: A concept analysis and implications for nurses and nursing. *Nursing Forum*, 46, 169-176.
- Donnell, W. M. (2015). A Correlational Study of a Reading Comprehension Program and Attrition Rates of ES L Nursing Students in Texas. *Nursing Education Perspectives (National League for Nursing)*, 36(1), 16–21. <https://doi-org.ezp.waldenulibrary.org/10.5480/13-1212>
- Dulay, S., Karadag E. (2017). The Effect of School Climate on Student Achievement. In: E. Karadag (Ed), *The Factors Effecting Student Achievement*. Springer, Cham
- Erzen, E. (2017) The Effect of Anxiety on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Gibbs, D. (2016). A project to increase educator cultural competence in mentoring at-risk nursing students. *Teaching and Learning in Nursing*, 11, 118–125.
- Gillis C.L., Powell D.L., Carter B. (2010). Recruiting and retaining a diverse workforce in nursing: from evidence to best practices to policy. *Policy, Politics, & Nursing Practice*, 11, 294–301.

- Graham, C. L., Phillips, S. M., Newman, S. D., & Atz, T. W. (2016). Baccalaureate Minority Nursing Students Perceived Barriers and Facilitators to Clinical Education Practices. *Nursing Education Perspectives*, 37(3), 130–137. doi:10.1097/01.nep.0000000000000003
- Guler, M. (2017). The Effect of Goal Orientation on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Hancock, K. (2017). *Growing and Developing a More Diverse Nursing Workforce*. Retrieved July 30, 2019, from <https://consultqd.clevelandclinic.org/growing-and-developing-a-more-diverse-nursing-workforce/>
- Hennink, M. M. (2013). *Focus group discussions: focus group discussions*. Retrieved from <https://ebookcentral.proquest.cm>
- Igbo, I. N., Straker, K. C., Landson, M. J., Symes, L., Bernard, L. F., Hughes, L. A., & Carroll, T. L. (2011). An innovative, multidisciplinary strategy to improve retention of nursing students from disadvantaged backgrounds. *Nursing Education Perspectives*, (6), 375. Retrieved from <https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=congle&AN=edsgcl.274306758&site=eds-live&scope=site>
- Jeffreys, M. (2015). Jeffreys's nursing universal retention and success model: Overview and action ideas for optimizing outcomes A–Z. *Nurse Education Today*, 35, 425431.
- Karadag, E. (2017a). The Effect of Social Adjustment on Student Achievement. In: E.



- Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Karadag, E. (2017b). *The factors effecting student achievement: Meta-analysis of empirical studies* (1st ed.). Cham, Switzerland: Springer.
- Karadag, E., Bektaş F., Çogaltay N., Yalcin M. (2017) The Effect of Educational Leadership on Students' Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- King, K. (2015). English-as-a-second language nursing students' perceptions of standardized patients as a teaching-learning tool. Retrieved from <https://research.library.mun.ca/11650/1/thesis.pdf>
- Kocyigit, M. (2017). The Effect of School Culture on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Koenigsman, S. A. (2017). The lived experiences of minority nursing students: Perceived barriers to success, strategies for success, and the role of grit. Retrieved from <https://ezp.waldenulibrary.org/login?url=https://search-proquest-com.ezp.waldenulibrary.org/docview/1954044660?accountid=14872>
- Kok, G., Gottlieb, N., Commers, M., & Smerecnik, C. (2008). The ecological approach in health promotion programs: A decade later. *Qualitative Research*, 22, 437-443.
- Koruk, S. (2017). The Effect of Self-Esteem on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Koza, C.S. & Melis, C. F. (2017). The Effect of Socioeconomic Status on Students' Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham

Loftin, C., Newman, S. D., Dumas, B. P., Gilden, G., & Bond, M. L. (2012). Perceived Barriers to Success for Minority Nursing Students: An Integrative Review. *ISRN Nursing*, 2012. <https://doi.org/10.5402/2012/806543>

Mangrum, R. (2015). *Addressing the learning needs of the ESL nursing students*.

Retrieved from

[http://www.virginialeaguefornursing.com/Addressing\\_The\\_Learning\\_Needs\\_Of\\_The\\_ESL\\_Nursing.pdf](http://www.virginialeaguefornursing.com/Addressing_The_Learning_Needs_Of_The_ESL_Nursing.pdf)

Mbulu, P. J. (2015). Retention in nursing programs: Factors contributing to the success of ESL students. Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1589&context=dissertations>

Mitchell, C., Del Fabbro, L., & Shaw, J. (2017). The acculturation, language and learning experiences of international nursing students: Implications for nursing education. *Nurse Education Today*, 56, 16–22. <https://doi.org/10.1016/j.nedt.2017.05.019>

Moore, B. S., & Clark, M. C. (2016). The role of linguistic modification in nursing education. *Journal of Nursing Education*, 55(6), 309-315.

Mulready-Shick, J., Edward, J., & Sitthisongkram, S. (2019). Developing Local Evidence About Faculty Written Exam Questions: Asian ESL Nursing Student Perceptions About Linguistic Modification. *Nursing Education Perspectives*. <https://doi-org.ezp.waldenulibrary.org/10.1097/01.NEP.0000000000000465>

Ninan, B. (2015). Success experiences of Hispanic nursing students who persisted and

- graduated after academic failure. Retrieved from  
<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=2418&context=dissertations>
- Nordquist, R. (2018). English As an Additional Language (EAL). Retrieved from  
<https://www.thoughtco.com/english-as-an-additional-language-eal-1690600>
- Olson, M. A. (2012). English-as-a-Second Language (ESL) nursing student success: a critical review of the literature. *Journal of Cultural Diversity*, 19(1), 26–32.
- Orhan, O. S. (2017) The Effect of Motivation on Student Achievement. In: E. Karadag, (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Patton, M.Q. (2015). Qualitative research & evaluation methods: Integrating theory and practice (4<sup>th</sup> ed.). Thousand Oaks, CA: SAGE.
- Phillips, J. & Malone, B. (2014). Increasing Racial/Ethnic Diversity in Nursing to Reduce Health Disparities and Achieve Health Equity. *Public Health Reports*, 129(Suppl 2), 45–50. doi: 10.1177/00333549141291S209
- Rauscher, B. M. (2017). The perceptions of success of Latino nursing school graduates in the Appalachian region of the United States. Retrieved from  
<https://dc.etsu.edu/cgi/viewcontent.cgi?article=4649&context=etd>
- Richard, L., Potvin, L., Kishchuk, N., Prlic, H., & Green, L. W. (1996). Assessment of the Integration of the Ecological Approach in Health Promotion Programs. *American Journal of Health Promotion*, 10(4), 318–328. <https://doi.org/10.4278/0890-1171-10.4.318>
- Robbins, L. K. & Hoke, M. M. (2013). RN-To-BSN Culture of Success Model:

- Promoting Student Achievement at a Hispanic-Serving Institution. *Journal of Professional Nursing*, 29(1), 21–29. <https://doi-org.ezp.waldenulibrary.org/10.1016/j.profnurs.2012.04.005>
- Sailsman, S., Rutherford, M., Tovin, M., & Cianelli, R. (2018). Cultural integration online: The lived experience of English-as-a-second-language RN-BSN Nursing students learning in an online environment. *Nursing Education Perspectives*, 4, 221. doi:10.1097/01.NEP.0000000000000301
- Sanchez, J., & Frank, Z. (2017). Strategies to Increase Enrollment of Hispanic Students in Allied Health and Nursing Programs. *Journal of Business Diversity*, 17(2), 82-89.
- Sanner, S., Baldwin, D., Jennell, C., & Parker, L. (2010). The impact of cultural diversity forum on students' openness to diversity. *Journal of Cultural Diversity*, 17(2), 56-61.
- Smiley, R., Lauer, P., Bienemy, C., Berg, J., Shireman, E., Reneau, K., Alexander, M. (2019). The 2017 National Nursing Workforce Survey. *Journal of Nursing Regulation*, 9 (3), S1- S87.
- Solpuk, N. (2017) The Effect of Attitude on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Starkey, T. J. (2015). The critical factors that influence faculty attitudes and perceptions of teaching English as Second Language nursing students: A grounded theory research study. *Nurse Education Today*, 35, 718–725.
- Stroup, L. M., & Kuk, L. (2015). Nursing as a Career Choice by Hispanic/Latino College

- Students: A Multi-Institutional Study. *Journal of Nursing Education*, 54(9), S83–S88. doi:10.3928/01484834-20150814-15
- Sung, Chiu-I (2015). ESL Graduate Students' Academic Experience in a US Nursing Program. *Journal of Education & Social Policy*, 2 (2), 79-84.
- Tabi, M. M., Thornton, K., Garno, M. K., & Rushing, A. (2013). Minority Nursing Students' Perception of Their Baccalaureate Program. <https://doi.org/10.5430/jnep.v3n9p167>
- Tang, A.C.Y., Wong, N., & Wong, T.K.S. (2015). Learning experience of Chinese nursing students in an online clinical English course: Qualitative study. *Nurse Education Today*, 35 (2), e61-6. doi: 10.1016/j.nedt.2014.11.017.
- Ungvarsky, J. (2017). Snowball sampling. *Salem Press Encyclopedia*. Retrieved from <https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=125600316&site=eds-live&scope=site>
- United States Census Bureau. (2018). *Hispanic Origin*. Retrieved from <https://www.census.gov/topics/population/hispanic-origin/about.html>
- United States Census Bureau. (2012). *The Asian Population: 2010*. Retrieved from <https://www.census.gov/prod/cen2010/briefs/c2010br-11.pdf>
- United States Census Bureau (2018). *QuickFacts California*. Retrieved from <https://www.census.gov/quickfacts/ca>
- United States Census Bureau (2017). *QuickFacts United States*. Retrieved from <https://www.census.gov/quickfacts/fact/table/US/PST045217>
- United States Census Bureau (2019). *QuickFacts United States*. Retrieved from

<https://www.census.gov/quickfacts/fact/table/US/PST045219>

U.S. Department of Education, Office of Planning, Evaluation and Policy Development and Office of the Under Secretary (2016). Advancing Diversity and Inclusion in Higher Education. Retrieved from <https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

United States Department of Health and Human Services, Office of Minority Health (2017). *Minority Population Profiles*. Retrieved from <https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&lvlid=63>

Wang, C. C., Andre, K., & Greenwood, K. M. (2015). Chinese students studying at Australian universities with specific reference to nursing students: A narrative literature review. *Nurse Education Today*, 35(4), 609–619. doi:10.1016/j.nedt.2014.12.005

Wang, C. C. & Greenwood, K. M. (2015). Chinese nursing students' culture-related learning styles and behaviors: A discussion paper. *International Journal of Nursing Sciences*, 253-258. Retrieved at <http://dx.doi.org/10.1016/j.ijnss.2015.07.009>

Waneka, R., Spetz, J., Lee, P. (2013). *The Diversity of California's Registered Nursing Workforce – 2013 Update*. Retrieved from <https://healthforce.ucsf.edu/sites/healthforce.ucsf.edu/files/publication-pdf/diversityupdate.pdf>

Wong, S., Seago, J., Keane, D., & Grumbach, K. (2008). College students' perceptions of their experiences: What do minority students think? *Journal of Nursing*

*Education*, 47, 190-195.

Part 2: Manuscripts

**Manuscript 1: Asian and Hispanic or Latino Barriers to Successful Nursing  
Program Completion**

Jean Dimayuga Lansang

MAN, University of the Philippines, 2005

BSN, Lyceum of Batangas, 1992

Walden University

PhD in Nursing Program



### Outlet for Manuscript

I will submit the first manuscript to *Nurse Education Today*. I chose this journal because my topic matches the primary scope of this publication: nursing and education (*Nurse Education Today*, 2019). Also, *Nurse Education Today* is an international journal that contributes to the growth and expansion of educational theory worldwide (*Nurse Education Today*, 2019). I want my article to be disseminated internationally to help advance the pedagogy in the field of nursing education not only locally but also globally, especially for nursing students with English as a second language.

Furthermore, the articles published in *Nurse Education Today* are scholarly works, and the journal editors emphasize originality, cultural diversity, and differences in the systems and underpinnings of various educational institutions globally (*Nurse Education Today*, 2019). Additionally, this journal utilizes a double-blind peer review process for all the articles submitted. Moreover, based on the 2016 Journal Citation Reports, the Impact Factor of *Nursing Education Today* is 2.533 (Sharma, 2017), which makes it one of the leading journals for nursing education.

This journal also provides an open access option for authors who are interested in permitting free public access. Also, the journal has no strict requirements on reference formatting; however, the selected format or style should be consistent. The URL of *Nurse Education Today* is <https://www.evise.com/profile/#!/NET/login>.

According to *Nurse Education Today* (2019), it intends to publish original papers that could provide a substantial novel contribution to society in the field of nursing and education. The journal's objective is in line with my ultimate goal to be an ambassador of

social change by providing evidence-based information that could eliminate or reduce the barriers to the successful academic completion of ESL nursing students. The Nurse Education Today journal could help me disseminate the findings of my study.

### Abstract

**Keywords:** barriers, academic success **Background:** Adequate representation of minorities in the nursing workforce is limited, resulting to inequities in health care service for minority populations. An increase in nursing students who complete their nursing program successfully may help reduce the inequities in care. **Objective:** Explore the barriers to the academic success of Asian and Hispanic or Latino ESL nursing students in the Western region of the United States. **Design:** A qualitative phenomenological design was used in the study. **Participants:** Fourteen Asian and Hispanic or Latino ESL nursing students were recruited from an Associate Degree Nursing program using purposeful and snowball sampling. **Methods:** In-depth one-on-one interviews were conducted in English by face to face, video conferencing or via a telephone call. **Results:** Themes identified indicated cultural and language barriers were the primary barriers students face, followed by perceptions of ineffective teaching styles and learning environment; work and family were also considered major barriers. Participants were not aware of the learning resources that were available or did not have time to take advantage of them. **Conclusions:** Both Asian and Hispanic or Latino nursing students could benefit from improved culturally sensitive communication of the resources that are available.

## **Introduction**

As the demographics of the U.S. population continue to shift, experts contend that the diversity of the nursing workforce also needs to evolve. Multidiverse healthcare personnel are essential to reduce health inequities and disparities (Phillips & Malone, 2014). According to Smiley et al. (2019), 19.2% of the U.S. nursing workforce was among the minority population in 2017, making racially and ethnically diverse nurses underrepresented compared to the general population. More than 7% of minorities in the nursing workforce are Asian, and 5.3% are of Hispanic origin (Smiley et al., 2019). Despite the efforts made by nursing leaders to recruit and graduate nurses who reflect the patient population's racial/ethnic mix, additional efforts are needed to achieve the representation of minorities in the nursing workforce (American Association of Colleges of Nursing, 2019). Minority nurses who are Asian and Hispanic/Latino are less likely to complete nursing school compared to White students creating a critical need to reduce nursing student attrition (Mbulu, 2015). Further investigations are needed to increase the number of graduating Asian and Hispanic or Latino nursing students (see Wang, Andre, & Greenwood, 2015). To increase representation in the workforce and promote student retention, efforts are needed to understand the barriers that minority nursing students, such as Asian and Hispanic or Latino students, encounter in their course of study in nursing school. Thus, the research problem that I addressed in this study was the lack of understanding regarding the barriers that hinder the academic success of Asian and Hispanic or Latino English as a second language (ESL) nursing students in their attempt to achieve academic success in an Associate Degree Nursing program.

**Significance/Importance**

This study may increase understanding of the multiple barriers to successful program completion faced by Asian and Hispanic or Latino ESL nursing students. The findings of this study may provide insights into strategies to support ESL students in the successful completion of the nursing program. Using study findings, educators may be better able, for instance, to design a policy such as mandatory professional development training for educators of ESL nursing students. The formulation and implementation of such strategies could help ESL students to successfully complete nursing programs (see Mbulu, 2015), resulting in potential positive social change.

The social-ecological model (SEM) provided the overarching framework to help understand and illustrate the various factors that hinder the academic success of Asian, and Hispanic or Latino ESL nursing students. SEM provides a multidimensional approach to understanding students' learning barriers, and it includes guidance on how to resolve students' barriers to academic success (Clary-Muronda, 2015). According to Clary-Muronda (2015), further studies using SEM are needed to understand better the factors affecting culturally diverse nursing students. The purpose of this study was to explore the perceptions of the barriers to academic success among Asian, and Hispanic or Latino ESL nursing students who are enrolled in an Associate Degree Nursing program in the Western region of the United States. To achieve this research goal, I used a qualitative phenomenological approach for this study.

### **Relevant Scholarship**

Previous researchers have examined the barriers to academic success that Asian and Hispanic or Latino ESL nursing students experience in nursing school (see Tang et al., 2015, Wang, Andre, & Greenwood, 2015; Wang & Greenwood, 2015). Some of these barriers are technical issues such as limited access to different electronic devices and poor accessibility of website and learning resources, inadequate technical support, inadequate support systems, time requirements, lower motivation, unclear course instructions, poor course design, perceived lack of relevance of course work, and lack of peer support (Tang et al., 2015). These findings are consistent with those of Wang et al. (2015) who found multiple barriers to the academic success of ESL students such as lack of English language proficiency, cultural barriers, social problems, culturally developed learning styles, academic demands, perceived racism, homesickness, lack of assertiveness, and financial difficulties. Wang et al. suggested that future researchers explore the lived experiences of Chinese nursing students and compare these experiences with those of nursing students of other universities or ESL nursing students studying in other countries. Moreover, Wang et al. suggested further researchers focus on nursing students of a specific ethnic group.

Other scholars have conducted qualitative research on ESL nursing students. Sailsman, Rutherford, Tovin, and Cianelli (2018) interviewed Asian ESL students to explore their challenges in nursing school. Five major themes emerged: understanding the online classroom, expressing culture online, alone but not lonely, writing as a surmountable barrier, and the faculty role in the online journey (Sailsman et al., 2018).

Sailsman et al.'s study added insight into the different barriers and other experiences of Asian ESL nursing students. Sailsman et al. studied Asian nursing students. In contrast, Koenigsman (2017) focused on the barriers to and strategies for the academic success of ESL Hispanic/Latino or non-White and their challenges in achieving academic success. These barriers were financial, language, cultural differences, and workload (Koenigsman, 2017). Several strategies for success were identified, including language, social, and faculty support (Koenigsman, 2017). Koenigsman suggested further study to find the differences and similarities of learning experiences between groups of a diverse ethnic background.

Sanchez and Frank (2017) found that there is a critical need to increase the numbers of enrolling Hispanic or Latino nursing students to promote cultural diversity in health care and prevent health disparities among Hispanic or Latino communities. Sanchez and Frank further indicated that the higher the number of Hispanic or Latino students graduating from high school, the higher the possibility of increased enrollment in nursing school for Hispanic students. The increase in the number of enrolling Hispanic or Latino ESL nursing students could promote a higher rate of graduating Hispanic or Latino ESL nursing students that may help reduce health disparities and inequities among Hispanic or Latino communities.

However, research by Dominguez (2017), which focused on the barriers to the academic success of Hispanic nursing students, showed no correlation between language proficiency and academic success. Several authors (e.g., Dominguez, 2017; Koenigsman, 2017; Sailsman et al., 2018; Sanchez & Frank, 2017; Tang et al., 2015; Wang et al., 2015;

Wang, Andre, & Greenwood, 2015) have agreed that there is a critical need to reduce nursing attrition among ESL nursing students. Further investigation is needed to increase the number of graduating Asian and Hispanic or Latino ESL nursing students.

### **The Gap in the Literature**

Although there are existing scholarly studies in the literature that pertain to the challenges of Asian and Hispanic or Latino ESL nursing students, there is a gap in the literature regarding the academic barriers of Asian and Hispanic or Latino ESL nursing students. The National League for Nursing (NLN, 2016) suggested further research to explore the continued significance of diversity and inclusivity in nursing education. NLN recommended further research to help improve the recruitment, retention, and academic success of culturally diverse nursing students and subsequently strengthen nursing workforce diversity.

### **Research Question and Design**

The research question of this study was, What are the perceptions of the barriers to academic success in nursing school of Asian and Hispanic or Latino ESL nursing students who are enrolled in an Associate Degree Nursing program in the Western region of the United States? I used the qualitative phenomenological approach for this study. Use of this approach allowed me to collect the firsthand subjective data and experiences of the participants (see Colorafi & Evans, 2016).



## **Methods**

### **Participants**

The population recruited in this study was the Asian and Hispanic or Latino ESL nursing students who spoke English as their second language. According to Hoeffel, Rastogi, Kim, and Shahid (2012) of the U.S. Census Bureau, the Asian population includes Asian Indian, Chinese, Filipino, Korean, Japanese, and Vietnamese or other specific Asian ethnic groups. The definition of Hispanic or Latino origin used in the 2010 Census refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race (Humes, Jones, & Ramirez, 2011). The participants were recruited from the Associate Degree of Nursing (ADN) program of one or more public or private colleges in the Western region of the United States. The criterion used in choosing the participants was minority nursing students who are Asian or Hispanic and speak English as their second language. Demographic questions were asked before the start of the interview (see Appendix C). There was only one Asian U.S. born participant; the rest were foreign-born who self-identify as Asian. Three of the Hispanic or Latino ESL nursing students are U.S. born while the rest of the participants are foreign-born who self-identify as Hispanic or Latino. Participants included male (4) and female (10) and a mixture of students from the first and second levels in the ADN nursing program (see Table 1).

Table 1

*Demographic Data*

Participants		U.S.-born	Language	Gender
Asian (A)	Hispanic or Latino (S)			
A 1		No	Mandarin	Female
A 2		No	Mandarin	Female
A 3		Yes	Tagalog	Male
A 4		No	Mandarin	Female
A 5		No	Tagalog	Male
A 6		No	Tagalog	Female
A 7		No	Tagalog	Male
	S1	Yes	Spanish	Female
	S2	No	Spanish	Female
	S3	Yes	Spanish	Male
	S4	No	Spanish	Female
	S5	No	Spanish	Female
	S6	Yes	Spanish	Female
	S7	No	Spanish	Female

**Sample**

In this study, I used purposive sampling to recruit the participants. According to Patton (2015), information-rich cases can be obtained from purposeful sampling, and a great deal of information related to the topic can be learned from the participants selected through purposeful sampling. I also used snowball sampling, which is a method for recruiting subjects for research studies by asking people who have already participated in recommending others to also take part in the study (see Ungvarsky, 2017). I started snowball recruiting participants based on the set criteria and asked participants who participated in the current study in recommending others who may also participate in the study. I also received permission from the School of Nursing (SON), so I was able to post flyers in the college (see Appendix A).

I conducted either in-depth one-on-one interviews or telephone/video call (see Appendix C & D) until data saturation was reached (see Hennink, 2013). According to Creswell (2014), the sample size of the participants needed for a phenomenological study ranges from five to 20 participants; however, I interviewed until I reached data saturation. Seven of participants were Asian, while the other seven were Hispanic or Latino.

**Definition of Concepts**

Academic success in this study was defined as persistence and successful completion of the nursing program (York et al., 2015). Barriers and facilitators were the other two essential concepts significant in conducting this study. While barriers correspond to the factors that hinder nursing students from achieving academic success, facilitators are the factors that promote or facilitate academic success. For this study, I

focused on Asian Americans and Hispanics or Latino ESL nursing students. According to Olaco (1996), ESL is a kind of instruction in structural patterns in English characterized by oral and written drills with practice, sequencing of the introduction of new structural elements, and suggestions for their use in class. ESL is used interchangeably with English as an additional language (EAL). In this study, ESL nursing students refer to learners whose first language is not English.

### **Instrumentation or Measures**

In-depth one-on-one interviews or telephone/video calls were conducted to achieve the depth of information and the saturation of data (Hennink, 2013). The interview began with a question that built rapport with the participants then followed with the more specific questions designed to answer the research questions. Consent was secured before the start of the interview which included interview procedures, voluntary nature of the interview, risks, and benefits of being interviewed, privacy, contacts, and questions (see Walden University, Center for Research Quality, 2019).

### **Ethical Procedures**

According to Hennink (2013), the codes of research ethics include informed consent, minimization of harm, anonymity, self-determination, and confidentiality. This code of ethics was observed and followed before, during, and after the data collection. Permission to collect data for my study was obtained from the Walden University Institutional Review Board (IRB). This was followed by posting flyers in the college to obtain an adequate number of participants until saturation was obtained.

The participants received an invitation to participate (see Appendix B) by phone

and email. Upon accepting the invitation, the interview time and date were set according to the availability of the participants.

The email that was sent to participants indicated that participation in the study is voluntary. These participants were asked to reply to the email with these words in the subject line of the reply email: "I consent," if they were interested in participating in this study. I reminded the participant with a phone call or email about the interview. I also ensured that all participants' rights were respected nor violated. The setting was conducted in a private room inside the nursing campus library to provide the privacy and safety of the participants.

### **Transferability and Credibility**

The credibility of a study is enhanced with appropriate research design and implementation (Smith & Noble, 2014). I completed a critical reflection of methods to ensure sufficient depth and relevance of data collection and analysis. I kept meticulous record-keeping, trail audits, and ensured interpretations of data were consistent and transparent. I have ensured that the comparison of similarities and differences across accounts are established to provide different perspectives that are represented. Likewise, the detailed and thick verbatim descriptions of participants, as described by Noble and Smith (2015), were included.

The following are the methods that were used to mitigate the potentially adverse effects of preconceptions that may discount the research process.

**Reductions and bracketing.** All the data that I obtained from both groups (Hispanic or Latino and Asian) were treated equally without bias. I set aside what was

already known, and I opened myself to new understanding or learning. According to Finlay (2014), the reduction, or epoche, is a process whereby the investigator withholds self-interpretations of the phenomenon to understand the true meaning of the phenomenon under study. Also, phenomenological reduction efforts should be made to treat all details with equal value (Davidsen, 2013). The process of reductions and bracketing allowed me to learn and understand the experience of the participants when I bracketed my own perceptions and opened myself to explore the deeper and meaningful experiences of the respondents.

**Openness and genuine curiosity.** I stayed open to receiving new information. It involves being empathic, genuinely curious, while being reflexively mindful of own position and perspectives (Davidsen, 2013). I did not allow my own culture, values, and beliefs to cloud my data analysis. The findings of my study were purely based on the true perceptions and experiences of the participants.

**Dwelling.** I dwelled in each moment of the participants' experience to deeply understand their conditions and experience. Dwelling provides a space for the phenomenon to convey its experience (Finlay, 2014). As the researcher dwells, new learning comes out, and the data are transformed into meanings. Finlay (2014) suggested numerous procedures when analyzing the participants' experience. The analysis includes a genuine understanding of the experience described. I also deferred my personal judgments or assumptions and focused on experiential detail, and the phenomenon and I averted from personal interest are critical to obtaining, accurate analysis of the experience (see Finlay, 2014).

**Explication phase.** I have used explication to carefully synthesize the data set where themes emerged and were clustered into broader categories. The explication phase allowed the detailed process to work by enabling the phenomenon to show (Finlay, 2014). According to Finlay (2014), there are three interlinked ways for explication to occur. They are eidetic analysis and imaginative variation, capturing the intersubjective lifeworld, and examining horizons between researcher, participant, and the phenomenon (Finlay, 2014). In this phase, I was able to understand in detail the experience of the participants in a deeper and meaningful manner.

*Eidetic analysis, imaginative variation, and capturing the intersubjective life world.* Through the eidetic analysis and imaginative variation, I was able to understand the meaning of the phenomenon and I was able to explore its interrelated components. I also looked for associations across the data set and general grouping of the phenomenon and have focused on the phenomenon instead of delineating the participants (Finlay, 2014). I facilitated accurate and in-depth analysis of the data by focusing on the real-life situations of the participants (Finlay, 2014), such as their lived experiences in nursing school.

*Examining horizons between researcher, participants, and the phenomenon.* Critical evaluation of my personal experiences allowed me to deeply understand the phenomenon and participants. The process involves personal reflection to gain further insight and a more in-depth understanding of the situation (Finlay, 2003). According to Finlay (2003), reflexivity involves a process of continually reflecting the meaning of personal experience and the phenomenon being studied.

**Languaging.** Languaging is the final stage of the analytic process that involves the development or creation of the final research findings (Finlay, 2014). The final language is clear, direct, and credible. Also, to ensure credibility, the phenomenon of the study was discussed accurately, and I used the appropriate methodology. I also expressed familiarity with the context of the research topic. According to Patton (2015), checking the consistency of different data sources within the same process provides a significant contribution to the validation and credibility of the analysis. Additionally, transparency in recruiting participants using a clear statement on how it was facilitated adds to the credibility of the study.

Also, I provided adequate contextual descriptions of the data collection and its findings. According to Shenton (2004), the extent to which the results of one study can be applied to other situations (transferability) needs to be emphasized by the investigator. Additionally, the details of recruitment and data collection, setting, and selection criteria were fully described. I provided detailed information regarding the setting of the interview and other aspects of data collection that helps provide a richer and fuller understanding of the research setting.

**Dependability.** Dependability establishes the consistency and repeatability of the findings of the study (Shenton, 2004). According to Shenton, dependability shows that, if the research is repeated in the same context, with the same methods, and with the same participants, similar results would be obtained. I discussed how to replicate the study, a description of the design that was being used as well as data collection procedures.



**Confirmability.** Another step to ensure the trustworthiness of the study is to ensure confirmability of the result of this investigation. According to Shenton (2004), the findings are the results of the experiences and ideas of the participants and not of the investigator. I ensured that all the data collected are the reflection of the true experiences and perceptions of the participants and not of the investigator.

### **Design and Analysis**

I used a descriptive phenomenological design, which helped me find the meaning, structure, and essence of the lived experience (Patton, 2015) of the ESL nursing students. I began pre-coding by highlighting and circling the participants' responses that were rich and significant worthy of attention (Saldana, 2016). I looked at the most frequently used words and categorized these data according to their meaning. It enabled the category column to be defined and then compared with other categories. These categories constituted the overall research topic or concept (Saldana, 2016).

I used NVivo and Rev software to assist in transcription and organizing the data for analysis (Predictive Analysis Today, 2018). I also used a Microsoft Excel spreadsheet to organize the data collected into themes, sub-themes, and categories under various components that have emerged from the interviews of ESL Asian and Hispanic or Latino nursing students.

### **Results**

I conducted the study according to the plan. There were no changes in the sampling method, and all data were collected and analyzed according to original research design and analysis. The source of data originated from interviews conducted with ESL

nursing students enrolled in the ADN nursing program from public nursing schools in the Western region of the United States. The purposeful sampling specifically provided the characteristic group needed to reveal and illuminate important group patterns between Asian and Hispanic or Latino nursing students. The other sources of the sample were from snowball sampling from the recommendations of the participants who had also participated in the study. The schedule of data collection depended on the availability and schedule of the students, so it did not interfere with their class. Each interview lasted from 20 to 30 minutes and was recorded using a voice recorder. The participants were informed of the purpose and objectives of the study.

### **Themes**

The themes identified in this study manifest the academic and personal challenges that Asian and Hispanic or Latino ESL nursing students experienced. These themes are organized according to the Social Ecologic Model (SEM) component levels; individual, interpersonal, organizational, community, society, and supranational, which identify the differences and similarities in experiences and thoughts between the two ethnicities.

***Individual level.*** Asian ESL nursing students expressed that some faculty are unable to effectively provide support and valuable knowledge to the students. The teacher did not provide timely and adequate responses to students' mistakes. The teacher's accent and lack of experience in teaching are other barriers identified as expressed by A1 and A4.

"She is too chaotic and emotional. She also has a very heavy accent, so it is difficult to understand her sometimes."

Likewise, Hispanic or Latino respondents pointed out barriers in learning that are directed to their general experiences with teachers who are culturally insensitive. The respondents added that the cultural incompetency of the faculty creates an ineffective learning environment among Hispanic or Latino ESL nursing students. Another learning barrier that was expressed by Hispanic or Latino nursing students was the teaching incompetency of some teachers, particularly the teacher's inability to give correct answers when asked by students. S6 mentioned that the instructors struggled to respond correctly when she was asked for clarification. S5 shared the same frustrations and remarked that instructors were not very helpful whenever a student seeks help. The respondents expressed that the ineffective teaching style of the faculty is a huge barrier that hampered the respondents' academic progress.

Additionally, many of the Hispanic or Latino ESL nursing students expressed difficulty understanding test questions because questions were not clear and concise, which reduced their self-trust and ability to answer the questions correctly. The inconsistency of the learning materials provided by some faculty was another learning barrier to academic achievement identified by the Hispanic or Latino ESL nursing students. An example of this is when teachers presented information from slides and other learning materials that are inconsistent with the information available in the book, as mentioned by S7. It created confusion and have caused inefficiency in studying, which hampered the students' academic achievement.

Table 1

*Summary of Themes Emerging Under the Individual Component*

Component	Categories		Themes
	Asian	Hispanic or Latino	
Individual	Focuses on emotional stories and not the theory relevant to nursing	Gives culturally insensitive remarks in class to ESL students	Cultural incompetence
	Poor communication in pointing out mistakes such that learnings can be derived from them	Poor support system	Poor communication and lack of support
	Second language speaker	Issues with test language and structuring	Poor language testing and structuring
	Inexperienced in clinical practice in the United States	Presents different information from books, slides and other learning materials	Lack of teaching experience
	Issues in organizing clinical rotations		

Table 2 shows the summary of the experiences for both Asian and Hispanic or Latino nursing students that hinder their academic success emerging under the individual

component. It also summarizes the general experience of the participants with the teachers and how it affects the students' academic success.

***Interpersonal level.*** While most Asian ESL nursing students expressed that they have good and progressive working relationships with their classmates, there are some participants who have explained that some experiences with their classmates did not tend to foster a good learning environment for them. Other participants felt that having a close relationship with their classmates tended to be a barrier in their learning because they lost focus on studying. According to A3,

“Sometimes we take more breaks, or we talk about other things that are nursing related, and...we don't really get on task.”

Another academic challenge noted was the language barrier. Almost all Asian respondents mentioned that language barriers play a huge part in their struggles. The aspects of language which the students felt hindered their success in school was the challenge due to accent, vocabulary, and public speaking. Another challenge brought about by the language barrier is the struggle to ask a grammatically correct question. Furthermore, the language barrier poses some difficulty in understanding lecture topics and concepts in class.

Additionally, some respondents felt that there are faculty and students who are culturally incompetent and insensitive, resulting in poor judgments and misconceptions of information. Another common barrier among Asian ESL nursing students is poor time management. Most Asian ESL students struggle in balancing family life, work-life, and student life. However, the most challenging part of learning among Asian ESL nursing

students is the teacher's lack of time to see and respond to students' questions and poor test structuring and phrasing. Additionally, all respondents have expressed struggles with finances and identified this factor as a barrier in achieving success for Asian ESL nursing students because most of them need to work while completing the program reducing their time and focus for study.

Similarly, Hispanic or Latino respondents experienced interpersonal challenges while completing their nursing program. Some native English speakers communicate in ways that the Hispanic or Latino respondents felt excluded from being a part of the group. Additionally, students felt that they were competing with native English speakers, which was intimidating, and left them feeling embarrassed or isolated. Moreover, all of the Hispanic or Latino ESL nursing students expressed their struggle in understanding the academic concepts presented in class and the application of the concepts they were taught due to their language barrier. Most of the participants expressed that the most challenging part of learning is understanding and retaining the complex information they studied.

Table 2

*Summary of Themes Emerging Under the Interpersonal Component*

Component	Categories		Themes
	Asian	Hispanic or Latino	
Interpersonal	Some students are more private and prefer studying alone	Gives some sense of not being part of the group as an ESL student	Ineffective learning environment
	Too close of a relationship where it is difficult to focus on school tasks	Competitiveness of other students in academics	
	Language barrier		
	Challenging due to accent, vocabulary, and public speaking	Challenging due to accent, vocabulary, grammar and writing skills	Language barrier
	Struggle to ask questions		
	Difficulty in understanding lecture topics and concept in class	Struggle to ask questions	
	Lack of understanding of a culture resulting to poor judgements and misconceptions	Difficulty in understanding the lecture topic, concepts and medical terminologies in class and retain the information	Cultural Barrier
	Struggles in balancing family life, work life and student life need to prioritize what is important/sacrifices such as missed celebration with family, birthdays, etc.	Instructor gives insensitive remarks	Time Management
	Teacher's lack of time for students	Struggles in balancing family life, work life and student life	Challenges in personal life
	Issues with test structuring and phrasing	Issues with test structuring and phrasing	Academic struggles due to faculty and testing
		Learning contrasts due to differences in experience and age levels among students in class	
	Struggles with finances /money	Experiences with anxiety, and struggles with finances / money	

Table 3 shows the summary of the experiences for both Asian and Hispanic or Latino nursing students that hindered their academic success under the interpersonal component. It also summarizes the general experience of the participants with their instructors, classmates, their challenges, and how it affected the participants' academic success.

***Organizational level.*** For the organizational component, the barrier identified was a lack of applicable resources and support programs in school for Asian ESL nursing students. However, participants indicated they were not aware of the learning resources that were available in the school, or they were not interested in using the resources. According to A1,

“I know there are ESL tutor support services, but I never really used it.”

While for Hispanic or Latino ESL nursing students, the lack of knowledge and interest of the respondents regarding support programs available in school hinders them from achieving academic success because they do not utilize, or some respondents do not know at all about these resources. One student mentioned that she is unaware of any ESL support programs. S5 said,

“I don't really know any. I have not used any.”

Some respondents have expressed disappointment due to ineffective resources available in school. One example is the availability of tutorials, but the mentor speaks English only, and there is no option to use an interpreter.



Table 3

*Summary of Themes Emerging Under the Organizational Component*

Component	Categories		Themes
	Asian	Hispanic or Latino	
Organizational	Lack of knowledge and interest related to ESL support programs	Lack of knowledge and interest related to ESL resources available in school	Issues with knowledge and interest as well as applicability of the resources and support programs for ESL students
		Ineffective resources for the ESL students	

Table 4 describes the summary of experiences for both Asian and Hispanic or Latino nursing students that hinder their academic success emerging under the organizational component. It also shows the general experience of the participants with the availability of ESL support program in the school and the reason why it is not effective for some of them.

**Community level.** A5 expressed that his family tends to use the language with which they are most comfortable. This hinders him from learning and practicing the English language. Another barrier pertaining to a family that was identified is their family obligation that reduces their time in studying. Other participants expressed that some of their classmates criticized other students with their decisions and priorities. This type of criticism does not uplift the students' morale; instead, it reduces their self- confidence.

Furthermore, most respondents mentioned their difficulty in finding adequate time to study while holding a job reducing time to complete their research or other requirements. Also, the academic expectations set by the faculty was identified as a hindrance to student success because they are expected to perform at a high caliber in the program. The pressure to perform well, as it is the norm in school, tended to pose as a barrier instead of a facilitator to academic success.

The challenges experienced by Hispanic or Latino respondents are indicated in their struggles with balancing family life, work-life, and student life. The participants shared their struggle in doing work, school, and keeping their life balance between school, work, and family. Some of the respondents expressed challenges in their personal life which hindered them from achieving academic success. S7 said that she struggles with her studies due to her age. According to her, differences in experience and age levels among students in class is a barrier to learning. She claimed that based on her experience, being ESL, it is harder to retain information, especially for older students.

“In our class, we have different age groups also. There's persons that are 50, there are students that are 40, 30, and it's just not the same learning-wise when you're younger than when you're older, and then age makes that even harder.”

One Hispanic or Latino ESL nursing student, S6, articulated the impact of anxiety on academic achievement. She mentioned that whenever she does something wrong or

fails, she would have anxiety attacks. These negative feelings hampered her growth academically. Most respondents briefly expressed their feelings about the struggles with finances and money and their wish that there are scholarships and grants available specific for ESL students.

Table 4

*Summary of Themes Emerging Under the Community Component*

Component	Categories		Themes
	Asian	Hispanic or Latino	
Community	Does not foster an environment where English is practiced	Failure to understand the difficulty in nursing school	Lack of knowledge and awareness of the family
	Family obligations lead to a lack of time to study		
	Criticism and judgment when the family is chosen over school work	Distractions to studies	Ineffective support system
	Difficulty in finding adequate time to study while holding a job	Difficulty in finding adequate time to study while holding a job	Work-related challenges
		Workplace does not allow flexible workload	
	Expected to perform at a high caliber in the program	Testing schedule is too structured that it does not give enough processing time for students with language barrier	Academic expectations and issues with language testing and timing
	Others tend to copy ideas and rely on others		

Table 5 illustrates the summary of experiences for both Asian and Hispanic or Latino nursing students that hindered their academic success emerging under the community component. It also summarizes factors that hindered their academic success norms and values in school that are not helpful for an ESL student.

***Society level.*** The themes gathered in this component include the cultural values that hamper academic success. These are related to the family values (e.g., observance of religion) and obligations that take the students' time away from schoolwork. Another theme detected under the cultural barriers is brought about by cultural norms driven by the environment around them, such as family and friends. The pressure to academically succeed added to their stress because the stress inhibited them from concentrating because of the high expectations set for them by family and friends. Moreover, the lack of diversity is another cultural barrier observed. Some other respondents verbalized that there are students and teachers who are insensitive to the needs of Asian ESL nursing students due to their lack of knowledge and training on how to be culturally sensitive.

The concerns of Hispanic or Latino ESL nursing students were the testing schedule. Some respondents indicated that the faculty does not give enough time for students with language difficulties. Participants added that the school should provide ESL students extra time for testing. Also, most participants expressed that their families were not aware of the struggles of students in nursing school, which made it difficult to get family support and understanding. S5 suggested the participation of the family during the students' orientation so that other members of the family and significant others could understand the expectations, guidelines, and other responsibilities that the college

requires for successful completion of the program. Race discrimination has been identified as a learning barrier, as well because it hindered the ESL students from the freedom to talk without prejudice and students felt that learning resources are not equally available for all.

Table 5

*Summary of Themes Emerging Under the Society Component*

Component	Categories		Themes
	Asian	Hispanic or Latino	
Society	Family values (e.g., observance of religion) and obligations take time away from school work	Lack of knowledge or understanding by the family of what nursing is and the challenges that come along with it	Family-driven challenges
	Pressure in succeeding in the career		
	Exposure to a non-diverse environment that causes being judgmental to other culture	Race discrimination	Environment-driven challenges
		Lack of faith and belief in the system	
	Overstepping boundaries because of cultural similarities		

Table 6 shows the summary of experiences for both Asian and Hispanic or Latino nursing students that hindered their academic success emerging under the society

component. It also describes the challenges brought about by the cultural orientation of their family and the environment and how it affected their academic success.

***Supranational level.*** The supranational includes local and national support programs to help culturally diverse nursing students to achieve the success of and improve diversity in the nursing workforce in local and global settings. An example of an ESL program applicable to nursing students is the Intensive English program (IEP), that offers an academic focused English program for ESL students. The program prepares students to become effective, confident speakers of English in academic institutions, professional settings, and everyday life.

Most of the Asian respondents were not aware of the support programs available for ESL students or were aware of other programs such as the tutorial and mentorship program, but some respondents were not interested. The lack of awareness hindered the Asian ESL nursing students from utilizing the resources provided on national and global levels that may decrease their chances of academic success.

Similarly, the lack of awareness of national and global policies pertaining to ESL students was also apparent in all of the interviews with Hispanic or Latino ESL nursing students. Some respondents were not aware of the support programs available for ESL students or were not aware of other programs such as tutorial and mentorship programs but are not interested.

Table 6

Summary of Themes Emerging Under the Supranational Component

Component	Categories		Themes
	Asian	Hispanic or Latino	
Supranational	Lack of knowledge and/or interest related to global, national, or local support services for ESL students	Lack of knowledge and/or interest related to different resources for ESL nursing students, either nationally or globally.	Issues with awareness and interest in utilizing ESL support services

Table 7 describes the experiences of both Asian and Hispanic or Latino nursing students that hinder their academic success emerging under the supranational component. The perceptions of participants related to the availability of policies and legislations that could help ESL students to be academically successful is also described in Table 7.

Asian ESL nursing students encounter various barriers that hamper their personal and academic growth either in the clinical field or in a school setting. The language barrier is the most common challenges for the nursing students I interviewed for my study. The lack of knowledge regarding cultural diversity and cultural incompetence of some faculty, as well as their own classmates have also hindered their academic success. Most Asian ESL nursing students have felt a lack of interest and support from some of the teachers and classmates. Additionally, personal factors such as poor time management and high expectations set by their family members as part of Asian cultural values are causing a lot of pressure and stress. Likewise, Hispanic or Latino ESL nursing

students experience barriers in their academic achievement that are similar to those of the Asian respondents. The common barriers identified through the interviews are the language barrier, the lack of support and proper guidance from some of the teachers, classmates and family, difficulty with time management, and the academic expectations set by their family.

## **Discussion**

### **Interpretation**

The themes obtained from the interviews of Asian and Hispanic or Latino ESL were categorized based on the different components of the Social Ecologic Model which provided a framework in exploring the facilitators and barriers to the academic success of culturally-diverse nursing students (see Clary-Muronda, 2015). Although their experiences may have been different, the general perceptions and challenges were common between the two ethnic groups.

Also, both groups expressed challenges in their general experiences with their teachers, where they felt that some faculty were not supportive, or instructors were lack of adequate knowledge and experience. While Asian ESL nursing students struggled with poor teaching skills and unsatisfactory teaching styles, the Hispanic or Latino ESL nursing students struggled more with the testing structure, presentation of information, and insensitivity of faculty to their culture. This finding related to testing barrier agreed with the research finding of Moore and Clark (2016), that ESL minority nursing students are experiencing difficulty on testing due to language barrier.



Both groups clearly expressed their challenges with their accent, vocabulary, grammar, and writing. Likewise, they expressed their struggles in balancing student, work, and personal life; hence, the need for them to manage their time properly. Testing structure and phrasing, as well as issues with money and finances while being in school, are also common challenges for both groups. These findings were supported by the result of the study of Wang, Andre, and Greenwood (2015), that some of the major barriers to the academic success of nursing students are cultural, language, and financial barriers.

While several similarities were shown for both Asian and Hispanic or Latino nursing students, one difference was observed. It appeared that the Asian ESL nursing students experienced a cultural barrier that was not apparent for the Hispanic or Latino ESL nursing students in the interpersonal component. The interviews for the Asian ESL nursing students showed that they felt a certain lack of understanding of a culture resulting in poor judgments and misconceptions. This finding extends the knowledge provided in the previous study of Tang, Wong, and Wong (2015), Wang, Andre, and Greenwood (2015), and Sailsman, Rutherford, Tovin and Cianelli (2018), related to academic barriers of Asian ESL nursing students in completing nursing program.

Additionally, both groups mentioned a lack of awareness and lack of interest in the programs provided by the school, such as tutoring centers, counselors, and writing centers. Although some respondents were aware of such programs, they felt that these programs did not fully serve their purpose as the program did not meet the specific needs of ESL nursing students. This finding concurs with the study of Tang, Wong, and Wong (2015) that poor learning resources and inadequate technical support available in school

are one of the key factors for non-completion of the nursing program among ESL nursing students.

### **Limitations**

The findings of this study are limited to the lived experiences of the two ethnic groups: Asian and Hispanic or Latino ESL nursing students. Additionally, although the sample size was sufficient in achieving saturation and valid conclusions, there is a lack of representation in gender and race for both the Asian and Hispanic or Latino ESL nursing students. Balance with respect to the gender and race was not possible because only 4 students were male among 14 participants and not all the major races that are in the nursing profession population were represented by the Asian and Hispanic or Latino ESL nursing students who participated in the study. Second, I am not fluent in Spanish and Mandarin, which were two of the native languages spoken by most of the ESL respondents. This may have hindered a more fluid and open interview between the interviewer and the interviewee.

### **Implications**

The findings showed key barriers to academic success of the Asian and Hispanic or Latino ESL nursing students. A number of these barriers have direct implications for the nursing discipline and practice. First, based on the findings of this study, not all faculty are sensitive to the needs of the Asian and Hispanic or Latino ESL nursing students. These findings confirm the need for more cultural awareness and knowledge among faculty to promote the academic success of culturally diverse nursing students

(see Gibbs, 2016). Also, the result of this study could promote a positive social change by providing an understanding related to school policy and strategies such as mandatory diversity training for faculty and staff to help ESL students achieve equity and inclusion that could lead to successful completion of nursing program (see Mbulu, 2015).

Second, my findings revealed a gap between the Asian and Hispanic or Latino ESL nursing students and the nursing schools in terms of their support programs that are intended to promote student academic success. The findings showed that there is a lack of information and awareness of existing ESL support programs by the Asian and Hispanic or Latino ESL nursing students. Participants noted that the ESL support programs were ineffective in addressing the needs of ESL nursing students.

Third, students reported a lack of financial support for the Asian and Hispanic or Latino ESL nursing students. This is evident in their suggestions of promoting scholarships and grants that are intended for the ESL nursing students. While there are available scholarships and financial aid, few are specific to ESL nursing students.

These findings confirm the research result of Barbe et al (2018), that consistent collaboration between nursing institution, nursing leaders, and health care systems is essential to build a culture of diversity and inclusion among minority nursing students. Based on the findings of this study, ESL nursing students need inclusion to financial resources such as scholarships and grants specifics for ESL nursing students as well as learning support services that caters the need of ESL nursing students. These learning support services for ESL nursing students agree with the findings of Hansen and Beaver

(2012) that action plan for success such as writing and tutoring centers, faculty and language support are needed to promote academic success of ESL nursing students.

Another implication derived from this study is the lack of knowledge of Asian and Hispanic or Latino ESL nursing students of policies on the national and global levels that are available for them to use, which can help facilitate their academic success. Better information dissemination and more focus on ESL needs are required among policymakers.

### **Recommendations**

The results of my study lead me to recommend that future studies focus on the barriers affecting the academic success of Asian and Hispanic or Latino ESL nursing students and other races, particularly races that are well-represented in the nursing profession population. Having an interviewer who speaks the native languages of the respondents might also provide encouragement for students to share candid and honest responses. This may help bridge the language barrier and provide a better interpretation of the insights stated by the Asian and Hispanic or Latino ESL nursing students in my study. Additionally, schools of nursing might benefit from programs designed for ESL students outreach reinforcing facilitators such as those identified in this current study.

### **Conclusion**

The goal of this study was to gain insights into the barriers to the academic success of Asian and Hispanic or Latino ESL nursing students who are enrolled in an Associate Degree nursing program in the Western region of the United States.

Understanding the barriers to the academic success of Asian and Hispanic or Latino ESL

nursing students could increase the retention and graduation rate among Asian and Hispanic or Latino ESL nursing students. The perceptions of the participants were obtained by facilitating either face-to-face or telephone/video interviews. The participants were able to share their unique experiences, which helped me to understand the various barriers that could hinder their successful completion of the nursing program. Some of the barriers identified were ineffective teaching style, poor testing language, and structure, cultural incompetence, and insensitivity of the faculty. Both the Asian and Hispanic or Latino ESL nursing students have verbalized challenges with classmates who are not fostering a good learning environment. Both ethnic groups are experiencing language barriers and difficulty in time management, especially those with small children. Likewise, both groups have expressed their struggles with an accent, vocabulary, grammar, and writing, which make it difficult for them to understand the lecture topics, concepts, and medical terminology. Budgeting finances and financial constraints are also common challenges for both groups. While both groups have shown several similarities, Asian ESL nursing students have clearly identified that cultural barriers have hindered their academic success. However, Hispanic or Latino ESL nursing students have also expressed that they felt a certain lack of understanding of cultural diversity among faculty and some other non-ESL nursing students.

Also, this study could serve as a foundation for future research related to barriers to the academic success of Asian ESL nursing students. The results from this study could contribute to nursing education and could promote positive social change by identifying the different factors that hinder the academic success of Asian and Hispanic or Latino

ESL nursing students.

## References

- Abriam-Yago, K., Yoder, M. and Kataoka-Yahiro, M. (1999). The Cummins Model: A Framework for Teaching Nursing Students for Whom English is a Second Language. *Journal of Transcultural Nursing*, 10(2), 143-149.
- American Association of Colleges of Nursing (2019). *Enhancing Diversity in the Nursing Workforce*. Retrieved from <https://www.aacnnursing.org/Portals/42/News/Factsheets/Enhancing-Diversity-Factsheet.pdf>
- Ay, Y. (2017). The Effect of Learning Types/Styles on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Baker, B. (2010). Faculty ratings of retention strategies for minority nursing students. *Nursing Education Perspectives*, 3, 216-220.
- Barbe, T., Kimble, L. P., Bellury, L. M., & Rubenstein, C. (2018). Predicting student attrition using social determinants: Implications for a diverse nursing workforce. *Journal of Professional Nursing*, 34, 352-356. doi:10.1016/profnurse.2017.12.006
- Bartlett, L., Rodríguez, D., & Oliveira, G. (2015). Migration and education: Sociocultural Perspectives. *Educação e Pesquisa*, 41(spe), 1153-1171. <https://dx.doi.org/10.1590/S1517-9702201508144891>
- Brown, T. (2017). Bridging the Gap - Chinese Nursing Students and Faculty Development: A Review of Literature. *POJ Nursing Research and Practice*, 1, 1–7. <https://doi.org/10.32648/2577-9516/1/3/003>

- Choi, L. L. S. (2016). A Support Program for English as an Additional Language Nursing Students. *Journal of Transcultural Nursing*, 27(1), 81–85.  
doi:10.1177/1043659614554014
- Choi, L. L. S. (2018). Perceived Effectiveness of an English-as-an- Additional-Language Nursing Student Support Program. *Journal of Nursing Education*, 57 (11), 641-647.
- Çikrikci, O. (2017) The Effect of Self-efficacy on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Clary-Muronda, V. (2015). The culturally diverse nursing student: A review of the literature. *Journal of Transcultural Nursing*, 27(4), 1-13. doi 10.1177/1043659615595867.
- Cogaltay, N. (2017). The Effect of Locus of Control on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Cogaltay, N. & Karadag, E. (2017). The Effect of Collective Teacher Efficacy on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Colby, S. & Ortman, J. (2015). Projections of the Size and Composition of the U.S. Population: 2014 to 2060. Retrieved from <https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf>
- Colorafi, K. J., & Evans, B. (2016). Qualitative Descriptive Methods in Health Science Research. *HERD: Health Environments Research & Design Journal*, 9(4), 16–



25. <https://doi.org/10.1177/1937586715614171>

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches (4<sup>th</sup> ed.)*. Thousand Oaks, CA: Sage Publications, Inc.

Cummins, J. (1983). Academic achievement and language proficiency. In J. Oler (Ed.), *Issues in language and testing and research* (11-129). Rowley, MA: Newberry House.

Cummins, J. (1984). Bilingualism and special education: Issues in assessment and pedagogy. San Diego, CA: College Hill Press.

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56, 18-36.

Cummins, J. (1989). *Empowering minority students*. Sacramento: California Association for Bilingual Education.

Cummins, J. (1989). A Theoretical Framework for Bilingual Special Education. *Exceptional Children*, 56(2), 111–119. <https://doi-org.ezp.waldenulibrary.org/10.1177/001440298905600203>

Cummins, J. (2017). Teaching Minoritized Students: Are Additive Approaches Legitimate? *Harvard Educational Review*, 87(3), 404–425. <https://doi-org.ezp.waldenulibrary.org/10.17763/1943-5045-87.3.404>

Danisman, S. (2017). The Effect of Expectation on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham

Danisman, S. (2017). The Effect of Parent Involvement on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham

- Danisman, S. (2017). The Effect of Self-regulation on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Davidson, A.S. (2013) Phenomenological Approaches in Psychology and Health Sciences, *Qualitative Research in Psychology*, 10(3), 318-339. doi:10.1080/14780887.2011.608466
- Degazon, C., & Mancha, C. (2012). Changing the face of nursing: Reducing ethnic and racial disparities in health. *Family & Community Health*, 35(1), 5-14.
- Dominguez, C. (2017). Language Proficiency and Academic Success of Bilingual Hispanic Nursing Students. Nursing Theses and Dissertations. Retrieved from [https://scholarworks.uttyler.edu/nursing\\_grad/77](https://scholarworks.uttyler.edu/nursing_grad/77)
- Dong, D., & Temple, B. (2011). Oppression: A concept analysis and implications for nurses and nursing. *Nursing Forum*, 46, 169-176.
- Donnell, W. M. (2015). A Correlational Study of a Reading Comprehension Program and Attrition Rates of ES L Nursing Students in Texas. *Nursing Education Perspectives (National League for Nursing)*, 36(1), 16–21. <https://doi-org.ezp.waldenulibrary.org/10.5480/13-1212>
- Dulay, S. (2017) The Effect of Self-concept on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Dulay, S., Karadag E. (2017). The Effect of School Climate on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Erzen, E. (2017) The Effect of Anxiety on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham

- Finlay, L. (2003). Through the looking glass: intersubjectivity and hermeneutic reflection', in L Finlay & B Gough (Eds.), *Reflexivity: a practical guide for researchers in health and social sciences*. Blackwell, Oxford, England, (pp. 105–19).
- Finlay, L. (2014). Engaging phenomenological analysis. *Qualitative Research in Psychology*, 11(2), 121-141. doi:10.1080/14780887.2013.807899
- Gibbs, D. (2016). A project to increase educator cultural competence in mentoring at-risk nursing students. *Teaching and Learning in Nursing*, 11, 118–125.
- Gillis C.L., Powell D.L., Carter B. (2010). Recruiting and retaining a diverse workforce in nursing: from evidence to best practices to policy. *Policy, Politics, & Nursing Practice*, 11, 294–301.
- Graham, C. L., Phillips, S. M., Newman, S. D., & Atz, T. W. (2016). Baccalaureate Minority Nursing Students Perceived Barriers and Facilitators to Clinical Education Practices. *Nursing Education Perspectives*, 37(3), 130–137. doi:10.1097/01.nep.0000000000000003
- Guler, M. (2017). The Effect of Goal Orientation on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Hancock. K. (2017). *Growing and Developing a More Diverse Nursing Workforce*. Retrieved July 30, 2019, from <https://consultqd.clevelandclinic.org/growing-and-developing-a-more-diverse-nursing-workforce/>
- Hansen, E. & Beaver, S. (2012). Faculty Support for ESL Nursing Students: Action Plan for Success. *Nursing Education Perspective*, 33(4), 246-250.

- Hennink, M. M. (2013). *Focus group discussions: focus group discussions*. Retrieved from <https://ebookcentral.proquest.com>
- Hoeffel, E.M., Rastogi, S., & Kim, M.O., Shahid, A. (2012). The Asian Population: 2010 (pp. 1–24). U.S. Census Bureau. Retrieved from <https://www.census.gov/prod/cen2010/briefs/c2010br-11.pdf>
- Humes, K.R., Jones, N.A., & Ramirez, R.R. (2011). Overview of Race and Hispanic Origin: 2010. Retrieved June 17, 2019, from <https://www.census.gov/library/publications/2011/dec/c2010br-02.html>
- Igbo, I. N., Straker, K. C., Landson, M. J., Symes, L., Bernard, L. F., Hughes, L. A., & Carroll, T. L. (2011). An innovative, multidisciplinary strategy to improve retention of nursing students from disadvantaged backgrounds. *Nursing Education Perspectives*, (6), 375. Retrieved from <https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=congle&AN=edsgcl.274306758&site=eds-live&scope=site>
- Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic Clinical Pharmacology*, 5(4): 87–88. doi:10.4103/0976-0105.141942
- Jeffreys, M. (2015). Jeffreys's nursing universal retention and success model: Overview and action ideas for optimizing outcomes A–Z. *Nurse Education Today*, 35, 425431.
- Karadag, E. (2017a). The Effect of Social Adjustment on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham

- Karadag, E. (2017b). *The factors effecting student achievement: Meta-analysis of empirical studies* (1st ed.). Cham, Switzerland: Springer.
- Karadag, E., Bektaş F., Çogaltay N., Yalcin M. (2017) The Effect of Educational Leadership on Students' Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- King, K. (2015). English-as-a-second language nursing students' perceptions of standardized patients as a teaching-learning tool. Retrieved from <https://research.library.mun.ca/11650/1/thesis.pdf>
- Kocyigit, M. (2017). The Effect of School Culture on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Koenigsman, S. A. (2017). The lived experiences of minority nursing students: Perceived barriers to success, strategies for success, and the role of grit. Retrieved from <https://ezp.waldenulibrary.org/login?url=https://search-proquest-com.ezp.waldenulibrary.org/docview/1954044660?accountid=14872>
- Kok, G., Gottlieb, N., Commers, M., & Smerecnik, C. (2008). The ecological approach in health promotion programs: A decade later. *Qualitative Research*, 22, 437-443.
- Koruk, S. (2017). The Effect of Self-Esteem on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Koza, C.S. & Melis, C. F. (2017). The Effect of Socioeconomic Status on Students' Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Loftin, C., Newman, S. D., Dumas, B. P., Gilden, G., & Bond, M. L. (2012). Perceived

Barriers to Success for Minority Nursing Students: An Integrative Review. *ISRN*

*Nursing*, 2012. <https://doi.org/10.5402/2012/806543>

Mangrum, R. (2015). *Addressing the learning needs of the ESL nursing students*.

Retrieved from

[http://www.virginialeaguefornursing.com/Addressing\\_The\\_Learning\\_Needs\\_Of\\_The\\_ESL\\_Nursing.pdf](http://www.virginialeaguefornursing.com/Addressing_The_Learning_Needs_Of_The_ESL_Nursing.pdf)

Mbulu, P. J. (2015). Retention in nursing programs: Factors contributing to the success of

ESL students. Retrieved from

<http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1589&context=disse>  
rtations

Mitchell, C., Del Fabbro, L., & Shaw, J. (2017). The acculturation, language and learning

experiences of international nursing students: Implications for nursing

education. *Nurse Education Today*, 56, 16–

22. <https://doi.org/10.1016/j.nedt.2017.05.019>

Moore, B. S., & Clark, M. C. (2016). The role of linguistic modification in nursing

education. *Journal of Nursing Education*, 55(6), 309-315.

Mulready-Shick, J., Edward, J., & Sitthisongkram, S. (2019). Developing Local Evidence

About Faculty Written Exam Questions: Asian ESL Nursing Student Perceptions

About Linguistic Modification. *Nursing Education Perspectives*. <https://doi->

[org.ezp.waldenulibrary.org/10.1097/01.NEP.0000000000000465](https://doi-)

National League for Nursing. (2016). *Achieving diversity and meaningful inclusion in*

*nursing education* [NLN Vision Series]. Retrieved from [www.nln.org/newsroom/](http://www.nln.org/newsroom/)

nln-position-documents/nln-living-documents

- Ninan, B. (2015). Success experiences of Hispanic nursing students who persisted and graduated after academic failure. Retrieved from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=2418&context=dissertations>
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*, 18(2), 34–35. <https://doi.org/10.1136/eb-2015-102054>
- Nordquist, R. (2018). English As an Additional Language (EAL). Retrieved from <https://www.thoughtco.com/english-as-an-additional-language-eal-1690600>
- Nurse Education Today. (2019). *Author Information Pack*. Retrieved from [https://www.elsevier.com/wps/find/journaldescription.cws\\_home/623061?generatepdf=true](https://www.elsevier.com/wps/find/journaldescription.cws_home/623061?generatepdf=true)
- Olaco, J. (1996). Mini-Dictionary for ESL Teachers. Retrieved from <https://eric.ed.gov/?id=ED410744>
- Olson, M. A. (2012). English-as-a-Second Language (ESL) nursing student success: a critical review of the literature. *Journal of Cultural Diversity*, 19(1), 26–32.
- Orhan, O. S. (2017) The Effect of Motivation on Student Achievement. In: E. Karadag, (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham
- Oxford Learner's Dictionaries (2019). Definition of EAL abbreviation. Retrieved from <https://www.oxfordlearnersdictionaries.com/us/definition/english/eal>
- Patton, M.Q. (2015). Qualitative research & evaluation methods: Integrating theory and

practice (4<sup>th</sup> ed.). Thousand Oaks, CA: SAGE.

Phillips, J. & Malone, B. (2014). Increasing Racial/Ethnic Diversity in Nursing to Reduce Health Disparities and Achieve Health Equity. *Public Health Reports, 129*(Suppl 2), 45–50. doi: 10.1177/00333549141291S209

Predictive Analysis Today. (2018). *NVivo*. Retrieved from <https://www.predictiveanalyticstoday.com/nvivo/>

Rauscher, B. M. (2017). The perceptions of success of Latino nursing school graduates in the Appalachian region of the United States. Retrieved from <https://dc.etsu.edu/cgi/viewcontent.cgi?article=4649&context=etd>

Richard, L., Potvin, L., Kishchuk, N., Prlic, H., & Green, L. W. (1996). Assessment of the Integration of the Ecological Approach in Health Promotion Programs. *American Journal of Health Promotion, 10*(4), 318–328. <https://doi.org/10.4278/0890-1171-10.4.318>

Robbins, L. K. & Hoke, M. M. (2013). RN-To-BSN Culture of Success Model: Promoting Student Achievement at a Hispanic-Serving Institution. *Journal of Professional Nursing, 29*(1), 21–29. <https://doi-org.ezp.waldenulibrary.org/10.1016/j.profnurs.2012.04.005>

Sailsman, S., Rutherford, M., Tovin, M., & Cianelli, R. (2018). Cultural integration online: The lived experience of English-as-a-second-language RN-BSN Nursing students learning in an online environment. *Nursing Education Perspectives, 4*, 221. doi:10.1097/01.NEP.0000000000000301

Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed). Thousand



Oaks, CA: SAGE.

Sanchez, J., & Frank, Z. (2017). Strategies to Increase Enrollment of Hispanic Students in Allied Health and Nursing Programs. *Journal of Business Diversity*, 17(2), 82-89.

Sanner, S., Baldwin, D., Jennell, C., & Parker, L. (2010). The impact of cultural diversity forum on students' openness to diversity. *Journal of Cultural Diversity*, 17(2), 56-61.

Sharma, A. (2017). 2017 Latest Impact Factors (2016 Journal Citation Reports, Thomson Reuters). Retrieved from [https://cursosextenso.usp.br/pluginfile.php/.../JournalImpactfactor\\_2017new-.pdf?...1](https://cursosextenso.usp.br/pluginfile.php/.../JournalImpactfactor_2017new-.pdf?...1)

Shenton, A. K. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22(2), 63-75.  
<https://doi.org/10.3233/EFI-2004-22201>

Smiley, R., Lauer, P., Bienemy, C., Berg, J., Shireman, E., Reneau, K., Alexander, M. (2019). The 2017 National Nursing Workforce Survey. *Journal of Nursing Regulation*, 9 (3), S1- S87.

Smith, J., & Noble, H. (2014). Bias in research. *Evidence-Based Nursing*, 17(4), 100–101. <https://doi.org/10.1136/eb-2014-101946>

Solpuk, N. (2017) The Effect of Attitude on Student Achievement. In: E. Karadag (Ed.), *The Factors Effecting Student Achievement*. Springer, Cham

Starkey, T. J. (2015). The critical factors that influence faculty attitudes and perceptions

- of teaching English as Second Language nursing students: A grounded theory research study. *Nurse Education Today*, 35, 718–725.
- Stroup, L. M., & Kuk, L. (2015). Nursing as a Career Choice by Hispanic/Latino College Students: A Multi-Institutional Study. *Journal of Nursing Education*, 54(9), S83–S88. doi:10.3928/01484834-20150814-15
- Sung, Chiu-I (2015). ESL Graduate Students' Academic Experience in a US Nursing Program. *Journal of Education & Social Policy*, 2 (2), 79-84.
- Tabi, M. M., Thornton, K., Garno, M. K., & Rushing, A. (2013). Minority Nursing Students' Perception of Their Baccalaureate Program. <https://doi.org/10.5430/jnep.v3n9p167>
- Tang, A.C.Y., Wong, N., & Wong, T.K.S. (2015). Learning experience of Chinese nursing students in an online clinical English course: Qualitative study. *Nurse Education Today*, 35 (2), e61-6. doi: 10.1016/j.nedt.2014.11.017.
- Ungvarsky, J. (2017). Snowball sampling. *Salem Press Encyclopedia*. Retrieved from <https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=125600316&site=eds-live&scope=site>
- United States Census Bureau. (2018). *Hispanic Origin*. Retrieved from <https://www.census.gov/topics/population/hispanic-origin/about.html>
- United States Census Bureau (2012). *The Asian Population: 2010*. Retrieved from <https://www.census.gov/prod/cen2010/briefs/c2010br-11.pdf>
- United States Census Bureau (2018). *QuickFacts California*. Retrieved from <https://www.census.gov/quickfacts/ca>

United States Census Bureau (2017). *QuickFacts United States*. Retrieved from  
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

United States Department of Health and Human Services, Office of Minority Health  
 (2017). *Minority Population Profiles*. Retrieved from  
<https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&lvlid=63>

Walden University, Center for Research Quality (2019). *Research ethics & compliance: Documents and FAQs*. Retrieved from  
<https://academicguides.waldenu.edu/researchcenter/orec/documents>

Wang, C. C., Andre, K., & Greenwood, K. M. (2015). Chinese students studying at  
 Australian universities with specific reference to nursing students: A narrative  
 literature review. *Nurse Education Today*, 35(4), 609–619.  
 doi:10.1016/j.nedt.2014.12.005

Wang, C. C. & Greenwood, K. M. (2015). Chinese nursing students' culture-related  
 learning styles and behaviors: A discussion paper. *International Journal of  
 Nursing Sciences*, 253-258. Retrieved at  
<http://dx.doi.org/10.1016/j.ijnss.2015.07.009>

Williamson, A. E., & Burns, N. (2014). The safety of researchers and participants in  
 primary care qualitative research. *The British Journal of General  
 Practice*, 64(621), 198–200. <https://doi.org/10.3399/bjgp14X679480>

Wong, S., Seago, J., Keane, D., & Grumbach, K. (2008). College students' perceptions of  
 their experiences: What do minority students think? *Journal of Nursing  
 Education*, 47, 190-195.

York, T., Gibson III, C., & Rankin, S. (2015). Defining and Measuring Academic Success. *Practice Assessment, Research & Evaluation*, 1-20.

Yuksel, P., & Yildirim, S. (2015). Theoretical frameworks, methods, and procedures for conducting phenomenological studies in educational settings. *Turkish Online Journal of Qualitative Inquiry*, 6 (1), 1-20.

**Manuscript 2: Facilitators to Successful Nursing Completion of Asian Nursing  
Students**

Jean Dimayuga Lansang

MAN, University of the Philippines, 2005

BSN, Lyceum of Batangas, 1992

Walden University

PhD in Nursing Program

### **Outlet for Manuscript**

I will submit the second manuscript to the *Journal of Transcultural Nursing* (JTN). It is the official journal of the Transcultural Nursing Society. JTN is a peer-reviewed, multidisciplinary journal that aims to advance the field of cross-cultural nursing and healthcare. Its mission is to contribute new knowledge about the relationship between social and cultural factors related to healthcare, with a focus on improving care for persons of all cultures (<https://journals.sagepub.com/aims-scope/TCN>). I chose to publish my article in this journal because their objectives and mission are in line with my study. JTN welcomes research reports, analysis, and discussion articles; systematic reviews of the literature; theoretical articles; clinical applications; and analytical case studies. JTN accepts original manuscripts that meet the established guidelines and encourages the submission of original research reports that contribute to expanding the body of knowledge of transcultural nursing and health care (<https://journals.sagepub.com/aims-scope/TCN>).

The URL for this journal is <https://journals.sagepub.com/aims-scope/TCN>. JTN accepts either qualitative or quantitative studies. However, the publication of research studies requires a letter of approval from the human subjects committee (IRB) at the time of manuscript submission. JTN also supports the improvement and growth of education, which aligns with the primary goal of my research study.

### **Abstract**

**Background:** There is no adequate representation of minorities in the nursing workforce, which creates disparity and inequities in providing health care services. **Objectives:** To explore the facilitators to the academic success of Asian ESL nursing students. **Methods:** Qualitative phenomenological approach was used, and samples were obtained by using purposeful and snowball sampling. Face-to-face interviews were held in a private conference room of the campus library. **Results:** Facilitators to the academic success of participants are positive relationships with faculty, classmates, and the staff of the school, presence of a supportive learning environment, emotional and financial support of family, friends, and work as well as the positive norms and values in school. **Conclusions:** Collaboration, repetitive reading, utilization of available resources, and an effective teaching style by faculty, which is molded according to the various cultural needs and diversity of learners, is critical for the academic success of Asian ESL nursing students.

## **Introduction**

Diversity in the nursing workforce is critical, as the demographics of the U.S. population continue to shift. Cultural diversity among healthcare personnel is essential to reduce health inequities and disparities (Phillips & Malone, 2014). In 2019, approximately 19% of the U.S. nursing workforce was from a minority group, making racially and ethnically diverse nurses underrepresented compared to the overall population (Smiley et al., 2019). Of minority nurses, approximately 7% were Asian (Smiley et al., 2019). Despite the efforts made by nursing education leaders to recruit and graduate nurses from racial and ethnic minorities, additional efforts are needed to achieve equal representation of minorities in the nursing workforce relative to the population mix (American Association of Colleges of Nursing [AACN], 2019). According to Blash and Spetz (2018), the California Board of Registered Nursing 2016-2017 Annual School Report indicated that the attrition rate among Asians (including Filipino nursing students) was 39.7% while attrition among their White counterparts was 14.5%.

Likewise, the number of ethnic minority students enrolled in nursing school is inadequate to meet sufficient diversification of nurses in the future (Phillips & Malone, 2014). According to Loftin, Newman, Dumas, Gilden, and Bond (2012), further investigation is needed to understand barriers to successful entry and graduation among students who are unable to complete nursing programs. This study addressed the lack of understanding regarding the various facilitators to the academic success of Asian ESL nursing students in completing nursing programs.



**Significance/Importance**

This study addressed the gap that exists in the current literature on the factors that facilitate the academic success of Asian ESL nursing students. The social-ecological model (SEM) provided a framework to explore the facilitators and barriers to the academic success of culturally diverse nursing students (see Clary-Muronda, 2015) while the Cummins model of language acquisition offered a means to examine possible teaching plans that faculty could use to address the learning needs of Asian ESL nursing students (see Cummins, 1983). These two models are interlinked to help both students and faculty in developing learning and teaching strategies that could potentially improve the academic success of culturally diverse nursing students.

The SEM provided the overarching framework to help understand and illustrate the various factors that facilitate the academic success of the ESL nursing student. Also, SEM provided a multidimensional approach to identifying the facilitators to students' academic success, including appropriate guidance on how to resolve the students' barriers to academic success (Clary-Muronda, 2015). According to Clary-Muronda (2015), further studies using SEM are needed to understand the factors affecting culturally diverse nursing students.

The purpose of the study was to understand the perceptions of the facilitators to the academic success of Asian ESL nursing students who attend Associate Degree Nursing programs in the Western region of the United States. To achieve this research goal, I used the qualitative phenomenological approach for this study. The results of this

study could potentially promote positive social change by providing strategies that could help ESL students to complete the nursing program successfully (Mbulu, 2015).

### **Relevant Scholarship**

Based on the scholarly studies reviewed, one of the facilitators to the academic success of Asian nursing students is the linguistic modification of multiple-choice exam-type test items (Mulready-Shick, Edward, & Sitthisongkram, 2019). Mulready-Shick et al. (2019) found that Asian ESL nursing students can distinguish between construct relevant and construct-irrelevant language if linguistic modification of the test is employed. Mulready-Shick et al.'s investigation provided an evidence-based study regarding the significance of the linguistic change that promotes readability and comprehensibility of exam questions among nursing students who identified as nonnative speakers of English from Asian descent. The researchers also encouraged best practices in writing valid and reliable test items and supported the use of linguistic modification for nursing programs with ESL populations. Similarly, Tang et al. (2015) investigated the learning experiences of Chinese nursing students after they had completed an online clinical English course. The results showed that an online English course helped ESL nursing students to improve their English fluency (Tang et al., 2015). The factors that contributed to the participants achieving academic success were interactive course design, sufficient time to finish the course work, and relevance of the lecture topic to the clinical work experience (Tang et al., 2015). These learning resources and teaching strategies allowed ESL nursing students to understand the course topic more easily (Tang et al., 2015). Tang et al. added that the use of technology, such as interactive course

design, could play a significant role in the academic success of ESL nursing students.

Technology has enormous potential to improve pedagogy, especially in nursing education because it provides a pathway to getting a tremendous amount of learning information and resources for ESL nursing students. These studies have shown the different challenges facing ESL Asian nursing students and some factors that could help these nursing students to achieve academic success.

### **The Gap in the Literature**

The literature related to the academic success of ESL Asian nursing students is limited. In a study conducted by Brown (2017), the findings revealed that most of the literature was limited to exploring Chinese culture. The findings indicated a need for further research on effective teaching strategies to achieve academic success for Asian ESL nursing students. A literature review conducted by Scheele, Pruitt, Johnson, and Xu (2011) also indicated that a limited number of studies exist in the literature focusing on Asian ESL nursing students. Furthermore, Scheele et al. suggested nursing educators, to use an Asian-specific language acquisition model that includes the cultural background of the Asian ESL nursing students.

Clary-Muronda (2015) suggested the use of social-ecologic model (SEM) to determine the facilitators and barriers to the success of the culturally diverse nursing students. According to Clary-Muronda, SEM provides a guiding framework for investigating the academic facilitators among culturally diverse nursing students. I explored the perceptions of Asian ESL nursing students using the SEM and the Cummins

language acquisition model. Findings may provide a framework for faculty to develop teaching plans that could answer the learning needs of the ESL nursing students.

### **Research Question and Design**

The research question of this study was, “What are the perceptions of the facilitators to the academic success of Asian ESL nursing students who are enrolled in an Associate Degree nursing program in the Western region of the United States? The qualitative phenomenological approach allowed collections of first-hand subjective data and experiences of the participants (Colorafi & Evans, 2016).

### **Methods**

#### **Participants**

The participants recruited were Asian ESL nursing students who spoke English as their second language. According to Hoeffel, Rastogi, Kim, and Shahid (2012) of the U.S. Census Bureau, the Asian population includes Asian Indian, Chinese, Filipino, Korean, Japanese, and Vietnamese or other detailed Asian responses. These participants were recruited from an Associate Degree of Nursing (ADN) program of two public colleges in the Western region of the United States. The criteria used in choosing the participants was minority nursing students who are 18 years and over, Asian and speak English as their second language. These participants included any Asian ESL nursing students who were enrolled in the first year or second-year level in an Associate Degree in Nursing in the two public community colleges.

**Sample**

Purposeful sampling was the primary sampling method that was used for the study. According to Patton (2015), information-rich cases can be obtained from purposeful sampling, and a great deal of information related to the topic can be learned from the participants selected through purposeful sampling.

Further, purposeful sampling was helpful in revealing and illuminating important characteristic patterns (Patton, 2015) among Asian ESL nursing students. The secondary sampling method that was used for the study was snowball sampling. Snowball sampling is a method for recruiting subjects for research studies in which people who have already participated are asked to recommend others to also take part in the study (Ungvarsky, 2017). I started recruiting participants based on the set criteria then these subjects who already participated were asked to recommend others who can also participate in the study. I have also asked permission from the School of Nursing (SON), allowing me to post flyers inside the campus.

Demographic questions were asked before the start of the interview (see Appendix C). I conducted in-depth one-on-one interviews (see Appendix D & E), and I continued with the interview until I reached saturation (see Hennink, 2013). According to Creswell (2014), the sample size of the participants needed for a phenomenological study ranges from five to 20 participants; however, after I interviewed seven Asian ESL nursing students, I reached data saturation.

**Variables/Sources of Data**

Data from this study originated from interviews with Asian nursing students who speak English as their second language. These participants were recruited from the ADN program/s of public college/s in the Western region of the United States. The lived experiences and perceptions of these participants allowed me to gather rich information regarding the facilitators and barriers to the academic success of ESL nursing students.

**Definition of Concepts**

Various literature defined academic success differently. York, Gibson III, and Rankin (2015) conducted an analytic literature review to examine the use and operationalization of the term in multiple academic fields. These authors presented the definitions of academic success as academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post-college performance. Academic success in this study was defined as persistence and successful completion of the nursing program (York et al., 2015). Facilitators to academic success are the essential concepts significant in conducting this study. While barriers correspond to the factors that hinder nursing students from achieving academic success, facilitators are the factors that promote or facilitates academic success.

According to Olaco (1996), ESL is a kind of instruction in structural patterns in English characterized by oral and written drills with practice, sequencing of the introduction of new structural elements, and suggestions for their use in class. ESL is used interchangeably with English as an additional language (EAL). In the U.K. and Ireland, English as an additional language (EAL) refers to the teaching of English in

schools to learners whose first language is not English (Oxford Learner's Dictionaries, 2019). Nordquist (2018), also defines English as an additional language (EAL) as a contemporary term used in the United Kingdom and the rest of the European Union for English as a second language (ESL). In this study, ESL nursing students refer to learners whose English is not their native language.

### **Instrumentation or Measures**

In-depth one-on-one interviews or telephone/video calls were conducted to achieve the depth of information and the saturation of data (Hennink, 2013). The interview began with a question that built rapport with the participants then followed with the more specific questions designed to answer the research questions. Consent was secured before the start of the interview. Consent was secured before the start of the interview which included interview procedures, voluntary nature of the interview, risks, and benefits of being interviewed, privacy, contacts, and questions (see Walden University, Center for Research Quality, 2019).

### **Ethical Procedures**

According to Hennink (2013), the codes of research ethics include informed consent, minimization of harm, anonymity, self-determination, and confidentiality. This code of ethics was observed and followed before, during, and after the data collection. Permission to collect data for my study was obtained from the Walden University Institutional Review Board (IRB). This was followed by posting flyers in the college to obtain an adequate number of participants until saturation was obtained.

The participants received an invitation to participate (see Appendix B) by phone

and email. Upon accepting the invitation, the interview time and date were set according to the availability of the participants.

The email that was sent to participants indicated that participation in the study is voluntary. These participants were asked to reply to the email with these words in the subject line of the reply email: "I consent," if they were interested in participating in this study. I reminded the participant with a phone call or email about the interview. I also ensured that all participants' rights were respected nor violated. The setting was conducted in a private room inside the nursing campus library to provide the privacy and safety of the participants.

### **Transferability and Credibility**

The credibility of a study is enhanced with appropriate research design and implementation (Smith & Noble, 2014). I completed a critical reflection of methods to ensure sufficient depth and relevance of data collection and analysis. I kept meticulous record-keeping, trail audits, and ensured interpretations of data were consistent and transparent. I have ensured that the comparison of similarities and differences across accounts are established to provide different perspectives that are represented. Likewise, the detailed and thick verbatim descriptions of participants, as described by Noble and Smith (2015), were included.

The following were the methods that were used to mitigate the potentially adverse effects of preconceptions that may discount the research process.

**Reductions and bracketing.** All the data that I obtained from the respondents were treated equally without bias. I set aside what was already known, and I opened



myself to new understanding or learning. According to Finlay (2014), the reduction, or epoche, is a process whereby the investigator withholds self-interpretations of the phenomenon to understand the true meaning of the phenomenon under study. Also, phenomenological reduction efforts should be made to treat all details with equal value (Davidsen, 2013). The process of reductions and bracketing allowed me to learn and understand the experience of the participants when I bracketed my own perceptions and opened myself to explore the deeper and meaningful experiences of the respondents.

**Openness and Genuine Curiosity.** I stayed open to receiving new information. It involves being empathic, genuinely curious, while being reflexively mindful of own position and perspectives (Davidsen, 2013). I did not allow my own culture, values, and beliefs to cloud my data analysis. The findings of my study were purely based on the true perceptions and experiences of the participants.

**Dwelling.** I dwelled in each moment of the participants' experience to deeply understand their conditions and experience. Dwelling provides a space for the phenomenon to convey its experience (Finlay, 2014). As the researcher dwells, new learning comes out, and the data are transformed into meanings. Finlay (2014) suggested numerous procedures when analyzing the participants' experience. The analysis included a genuine understanding of the experience described. I also deferred my personal judgments or assumptions and focused on experiential detail, and the phenomenon and I averted from personal interest are critical to obtaining accurate analysis of the experience (see Finlay, 2014).

**Explication Phase.** I used explication to carefully synthesize the data set where themes emerged and were clustered into broader categories. The explication phase allowed the detailed process to work by enabling the phenomenon to show (Finlay, 2014). According to Finlay (2014), there are three interlinked ways for explication to occur. They are eidetic analysis and imaginative variation, capturing the intersubjective lifeworld, and examining horizons between researcher, participant, and the phenomenon (Finlay, 2014). In this phase, I was able to understand in detail the experience of the participants in a deeper and meaningful manner.

*Eidetic analysis, imaginative variation, and capturing the intersubjective life world.* Through the eidetic analysis and imaginative variation, I was able to understand the phenomenon and its meaning, and I was able to explore its interrelated components. Additionally, I searched for associations across the data set and general grouping of the phenomenon and focused on the phenomenon instead of delineating the participants (Finlay, 2014). I facilitated accurate and in-depth analysis of the data by focusing on the real-life situations of the participants (Finlay, 2014), such as their lived experiences in nursing school.

*Examining horizons between researcher, participants, and the phenomenon.*

Critical evaluation of my personal experiences allowed a deeper understanding of the phenomenon and participants. The process involves personal reflection to gain further insight and a more in-depth understanding of the situation (Finlay, 2003). According to Finlay (2003), reflexivity involves a process of continually reflecting the meaning of personal experience and the phenomenon being studied.

**Languaging.** Languaging is the final stage of the analytic process that involves the development or creation of the final research findings (Finlay, 2014). The final language is clear, direct, and credible. Also, to ensure credibility, the phenomenon of the study was discussed accurately with appropriate methodology. I also expressed familiarity with the context of the research topic. According to Patton (2015), checking the consistency of different data sources within the same process provides a significant contribution to the validation and credibility of the analysis. Additionally, transparency in recruiting participants using a clear statement on how it was facilitated adds to the credibility of the study.

Also, I provided adequate contextual descriptions of the data collection and its findings. According to Shenton (2004), the extent to which the results of one study can be applied to other situations (transferability) needs to be emphasized by the investigator. Additionally, the details of recruitment and data collection, setting, and selection criteria were fully described. I provided detailed information regarding the setting of the interview and other aspects of data collection that helps provide a richer and fuller understanding of the research setting.

**Dependability.** Dependability establishes the consistency and repeatability of the findings of the study (Shenton, 2004). According to Shenton, dependability shows that, if the research is repeated in the same context, with the same methods, and with the same participants, similar results would be obtained. I discussed how to replicate the study, a description of the design that was being used and the data collection procedures.

**Confirmability.** Another step to ensure the trustworthiness of the study is to ensure the confirmability of the result of this investigation. According to Shenton (2004), the findings are the results of the experiences and ideas of the participants and not of the investigator. I ensured that all the data collected are the reflection of the true experiences and perceptions of the participants and not of the investigator.

### **Design and Analysis**

I used a descriptive phenomenological design, which helped me find the meaning, structure, and essence of the lived experience (Patton, 2015) of the ESL nursing students. I began pre-coding by highlighting and circling the participants' responses that were rich and significant worthy of attention (Saldana, 2016). I looked at the most frequently used words and categorized these data according to their meaning. It enabled the category column to be defined and then compared with other categories. These categories constituted the overall research topic or concept (Saldana, 2016).

I used NVivo and Rev software to assist in transcription and organizing the data for analysis (Predictive Analysis Today, 2018). Microsoft Excel spreadsheet was used to organize the data collected into themes, sub-themes, and categories under various components that emerged from the interviews of Asian ESL nursing students.

### **Results**

I conducted the study according to the plan. There were no changes in the sampling method, and all data were collected and analyzed according to original research design and analysis.

**Execution.** The source of data originated from interviews conducted with ESL

nursing students enrolled in the ADN nursing program from public nursing schools in the Western region of the United States. The purposeful sampling specifically provided the characteristic group needed to reveal and illuminate experiences of Asian nursing students that help facilitate their academic success. The other sources of participants were from snowball sampling from the recommendations of the participants who already participated in the study. The schedule of data collection depended on the availability and schedule of the students, so it did not interfere with their class. Each interview lasted from 20 to 30 minutes and was recorded using a voice recorder. The participants were informed of the purpose and objectives of the study.

Interviews were audio-recorded. Thus, the setting of the interview took place in private conference room in the nursing campus public library. Additionally, clear and audible recordings were needed for accurate transcriptions (Jamshed, 2014). The participants needed to feel safe, secure, and non-threatened in the setting of the interview. The provision of a safe and secure environment promotes physical safety for both the researcher and participant paramount in maintaining their focus and concentration (Williamson & Burns, 2014).

### ***Description of Participants***

A total of N=7 Asian ESL Nursing students were interviewed. Out of the 7 subjects, 42.9% (3/7) were males, and the remaining 57.1% (4/7) were females. For this group of respondents, 4 (57.1%) were Filipino, 2 (28.6%) were Chinese and 1 was Burmese (14.3%). One of the respondents was born in the USA while the rest of the Asian ESL nursing students migrated to the USA. The primary language spoken in their

homes was their native language, which was Tagalog for the Filipino respondents and Mandarin for the Chinese and Burmese participants. In terms of experience in nursing, 1 Asian ESL nursing student mentioned that he had prior experience from a different nursing school.

## **Results**

**Themes.** This section provides the themes regarding the facilitators that promote academic success among Asian ESL nursing students. The themes manifest the different facilitators that the Asian ESL nursing students determined to be helpful to them in achieving their academic goals.

**Individual Level.** For the individual component, three broad themes were identified: 1) general experience with teachers, 2) general experience with classmates, and staff and 3) the meaning of success.

***General Experience with Teachers.*** Participants shared feelings of praise and approval from the emotional and personal support given to them by their teachers. They also stated that their teachers guided them academically so that they achieved success despite their challenges as Asian ESL nursing students. Moreover, the faculty are patient, emphatic, and understand the language challenges of Asian ESL nursing students. The majority of the participants acknowledged the learning opportunities they have when they interact with the faculty. Another experience shared by most students was the encouragement they received from their teachers and making them aware of available resources that aided them in their studies. Based on most of the respondents' experience, faculty also shared their passion, not only for teaching but also for helping others, which

is an essential characteristic of the nursing profession. Also, for Asian ESL nursing students, their respective native accents have caused them to lose confidence in class and move away from their peers. A2 mentioned that communication is more difficult because of his accent; however, most of his teachers were understanding of his background. In general, the students mentioned that teachers were patient, emphatic, and understanding the language challenges of Asian ESL nursing students.

“For teachers, they understand me as an ESL student”.

Numerous participants expressed that the faculty tapped the students’ potential by encouraging students to grab hands-on opportunities extended to them. The students appreciate the teachers’ efforts in exposing them to opportunities where they learn beyond the concepts and skills written in lecture books while being able to integrate their discussions in class. It is also helpful for the Asian ESL nursing students if the teachers are organized in the manner when they conduct these hands-on experiences. The students’ academic learning potential further improved when the instructors are experienced and supportive. According to A4,

“All the instructors are experienced and supportive except for one.”

Additionally, prompt responses and easy access to the teachers are identified as facilitators in a student’s success. It fosters a good learning environment because it provides them clarity when they have questions or avenue, simply talk and verbalize concerns or suggestions. According to A6,

“We have a good relationship with our faculty. They are easily accessible.”

Despite the barriers in language and culture between Asian ESL students and teachers, they were able to learn from each other and share their common passion for helping other people. A5 mentioned that,

“You can learn, everybody's different, so you can learn a lot of things from each different culture.”

It was also noted that teachers creating a nurturing, caring, and non-judgmental environment provides the students with the confidence, proper attitude, and training that help them provide excellent patient care. A3 expressed this through his interview, where he cited that teachers were nurturing and non-judgmental to male nursing students. This sense of equality and fair treatment is a facilitator for academic success. He explicitly said that,

“We've been all nurtured and very, very cared for in this program.”

***General Experience with Classmates and Staff.*** All respondents expressed a strong, positive, and constructive relationship among classmates, which helps them to achieve academic success. Students shared their lecture notes, learning tips, and other materials that are helpful for their studies. The exchange of knowledge with their classmates and group study helped them to understand medical terminologies and lecture topics. Below are a couple of excerpts from the interviews demonstrating the working relationship among students. A2 and A6 said that,



“I learn a lot from my classmates, and they are willing to share their knowledge with each other. I have friends that I share with lecture notes, and we also study together for exams.”

All participants experienced encouragement with each other by providing time for pep talks and words of encouragement. They built family-like relationships, that help them achieve academic success and find value in teamwork in the nursing profession. A3 expounded on these thoughts in his experience.

“Co-students are all family. We all treat each other like family.”

***Meaning of Success.*** On the meaning of success, two themes were identified: academic success and personal success. For Asian ESL nursing students, getting good grades and consequently work as a licensed nurse is the meaning of academic success for them. Obtaining an excellent grade and an R.N. license motivates respondents to study harder. A2 mentioned that,

“For me, get to all A’s and study as much as I can and finish nursing school. Work as a nurse, be a safe nurse...”

Another theme of the findings of the facilitator to the academic success of Asian ESL nursing students, was the full understanding of the concepts, theory, and skills taught in class and being able to properly apply these learnings in the clinical setting. According to A7,

“Aside from getting good grades, being successful means understanding all the concepts that we're taught in class and being able to apply that into the clinical setting.”

For other participants, the meaning of success is to bring pride and offer financial help to their families, while for some respondents, success was the achievement of new knowledge while building relationships with patients, professors, classmates, and other people in the community. The personal goal of attaining valuable relationships as a nurse was shared by A3.

“To be successful in nursing school, in my opinion, success is not just to pass the boards. I think I feel like it's gaining this experience and opportunity to meet new people, to learn new things.”

Table 1 provides a summary of the facilitators that help Asian ESL nursing students to achieve academic success, such as the support that they are getting from their teachers and peers, as well as their access to financial support and other learning services.

Table 1

*Summary of Themes Emerging Under the Individual Component*

Component	Themes	Subthemes
Individual	Provides language support	<ul style="list-style-type: none"> <li>• Faculty are patient, emphatic and understanding of the language challenges of ESL students</li> </ul>
	Nurture academic potential	<ul style="list-style-type: none"> <li>• Nurturing, caring and non-judgmental</li> </ul>
	Share personal experiences and provide emotional, and academic support	<ul style="list-style-type: none"> <li>• Instructors encouraged taking hands-on opportunities</li> <li>• Experienced and supportive teachers Provides answers and resources that are easily accessible</li> <li>• Share the same passion for helping other people</li> </ul>
	Provides academic and emotional support	<ul style="list-style-type: none"> <li>• Classmates share lecture notes, learning tips and other materials that are helpful for their studies</li> <li>• Classmates provide words of encouragement</li> <li>• Building strong relationships with classmates and future co-workers in the field</li> <li>• Getting good grades and consequently working as a licensed nurse</li> </ul>
	Meaning of academic and personal success	<ul style="list-style-type: none"> <li>• Understanding concepts, theory, and skills</li> <li>• Learning new things while building relationships with other people</li> <li>• Being able to help people, give pride and offer help to the family</li> </ul>

Table 1 shows that the meaning of success was defined by the respondents in many different ways based on their experience, view, and perception of success. It also summarizes the general experience of the participants with the teachers, classmates, and staff and how it affects the students' academic success.

**Interpersonal Level.** The relationship of a student with their classmates was identified in two broad themes that were identified in the interviews. One refers to the contributions of classmates to the academic success of Asian ESL nursing students. The other aspect was the strategies developed by the Asian ESL nursing students to overcome the various challenges they encountered as Asian ESL nursing students.

*Contributions of Classmates to Academic Success.* All the participants expressed the positive value of the academic support they were getting from their classmates. Despite the differences in culture, age group or experience level, the students were able to create a relationship that can be likened to a student-teacher relationship, where they are able to help each other out academically. Respondents shared that they were able to ask questions more freely with their classmates. Also, they conducted study groups where they willingly share their knowledge with each other. Another aspect by which classmates contributed to academic success was the provision of emotional support. The students were able to talk about the stressful moments they encountered and shared about their experiences on how they handled these challenges. The connections and collaborations among students served as stress relievers but also as positive venues to express their true feelings, success, and failures. A2 mentioned that,

“We could talk about all of the stressful moments that we encountered.”

***Strategies in Overcoming Challenges.*** One of the significant strategies observed to overcome the participants' challenges was by extensive reading and research. Another strategy observed is the use of technology for learning, such as Google search and watching YouTube videos related to the lecture topic. A7 expressed that he uses online forum discussions and credible websites to understand the topics. This strategy served as his coping mechanism for the academic struggles he had experienced as an Asian ESL nursing student. Another category perceived as a strategy to overcome challenges in academics is asking questions, may it be from the professors, classmates, family members, or other support systems. A3 mentioned that over time, he has overcome his pride and learned to ask questions and help from anyone who can help. He said that,

“So, in overcoming these difficult challenges in nursing school, I had to learn to ask for help.”

Furthermore, collaborating and discussing with others who are knowledgeable in topics such as family members with the nursing background are serving as valuable resources to overcome academic difficulties. A5 also briefly cited the school's tutoring center as a major collaborator in his learning.

“In my school we have resources, we have tutors. I also use that.”

Some respondents asserted that in spite of academic challenges, she tries to find time to attend to personal needs such as walking, talking to friends, or anything that makes them relieved their stress. In general, the participants expressed the importance of time management as one of the major facilitators of academic success. A2 stated that,

“I also study while I am walking, while I am at Bart train. I was just doing everything to utilize time properly.”

The respondents also expressed that extensive reading and use of web search engines to find meaning, images, and videos of the topic on hand have tremendously helped the respondents in resolving their language barriers. Also, loud and repetitive reading of difficult words or terminology is one of the common strategies employed by Asian ESL nursing students to overcome their strong accents and language barrier. According to A2,

“For my accents, I keep on repeating to state the word until I know how to properly pronounce it.”

Another strategy shared by the participants is the recording of unfamiliar words to her vocabulary notebook and use a dictionary to understand those words. They read and review them daily until they become familiar with those medical terminologies. A4 mentioned that,

“I have a notebook where I write out all of the new vocabularies...”

Table 2 summarizes the facilitators noted based on their relationships with their classmates and strategies they used to help them achieve academic success.

**Table 2. Summary of Themes Under the Interpersonal Component**

Component	Themes	Subthemes
Interpersonal	Provides academic and emotional support	<ul style="list-style-type: none"> <li>• Classmates are sharing their knowledge and learning materials, and provide an outlet to relieve stress</li> </ul>
	Strategies applied to overcome challenges in academics	<ul style="list-style-type: none"> <li>• Extensive reading and research</li> <li>• Use technology for learning</li> <li>• Ask a lot of questions</li> <li>• Collaborating and talking to others</li> <li>• Time management</li> <li>• Time to focus on personal life</li> </ul>
	Strategies applied to overcome challenges in language	<ul style="list-style-type: none"> <li>• Repetition of words</li> <li>• Tabulating unfamiliar words and then using a dictionary to understand</li> <li>• Extensive reading and research</li> <li>• Improving language by using technology</li> </ul>

Table 2 summarizes the facilitators under the interpersonal component of SEM shown by the different types of support they are getting from classmates and the strategies they learned to overcome their challenges in nursing school.

**Organizational.** The participants were asked for suggestions on the resources that they felt could help them to successfully complete the nursing program.

**Supportive Learning Environment.** Tutoring centers with ample faculty or staff are one of the suggestions identified to be helpful in achieving academic success. Most respondents emphasized the valuable information they are getting from the tutors, but the

availability of these tutors is limited, or if available, the tutor or mentor does not speak the same language they use. Based on A1's interview,

“Tutors will be helpful. There are available tutors, but they are very limited.”

Another suggestion learned from the interviewees is writing workshops that can serve as venues for students to have their research papers proofread and corrected. These workshops could also help the students by providing tips and guidelines on how to better express themselves in writing, that they may be able to write the principles and concepts they want to share. A7 stated that,

“A workshop where they would help us write papers.”

Furthermore, another suggestion is the provision of an on-site counselor that could help with mental health issues and stress management. This extra support service will help prevent or resolve mental burnout. A3 brought up a good point that for nurses to be able to help other patients, they too must be mentally healthy as well.

“I would say an on-site counselor therapist that addresses more psychological issues, like psychological aspects of being a nursing student.”

Most of the respondents believe that ESL students should be provided extra time when taking exams since it takes longer for Asian ESL students to process the concept in their thoughts than native students who speak English as their primary language. Briefly, A4 pointed out another strategy that can help resolve the barriers, that is, to have supportive faculty and classmates. In her account, she emphasized the importance of



building a good support system with teachers and classmates. This suggests that having good interactions with faculty and friends is beneficial for ESL nursing students. A4 stated that,

“A supportive teacher and classmates, I think, is really important.”

***Innovative Learning Technologies.*** Another strategy that could be used based on the interview of Asian ESL nursing students is the use of innovative learning technology such as translating device to further help students overcome their challenges related to culture and language. Respondents likewise emphasized the importance of the availability of adequate books, DVD, and videos via YouTube channel related to the nursing topics will provide an additional source of learning support for the Asian ESL nursing students.

Table 3

*Summary of Themes Under the Organizational Component*

Component	Themes	Subthemes
Organizational	Supportive learning environment	<ul style="list-style-type: none"> <li>• Tutoring centers with ample faculty or external sources</li> <li>• Writing workshops</li> <li>• On-site counselor that helps with mental health issues</li> <li>• Supportive faculty and classmates</li> <li>• Extra processing time for tests, assignments, and lectures</li> </ul>
	Innovative learning technologies	<ul style="list-style-type: none"> <li>• Translating device</li> <li>• Availability of adequate books, DVD and videos via YouTube channel related to the nursing topics</li> </ul>

Table 3 shows the facilitators manifested based on their relationships with the faculty as well as the available ESL programs in school that help them achieve academic success.

**Community.** One of the themes observed under the community level refers to the factors that help academic success while the other pertains to the norms and values in school that help ESL students.

***Factors that Help Academic Success.*** Three factors were identified as factors that help academic success, namely, family, friends, and work colleagues. In the interviews, these factors were recognized as important aspects of the academic success of the

students. All of the Asian ESL nursing students interviewed mentioned that their family is supporting them in some ways, may it be financially, emotionally, or emotionally, despite the family's lack of understanding of the struggles that nursing students go through. This financial support provides great help to the Asian ESL nursing students as this permits the students to focus on their studies and not be burdened by balancing work life and student life as well as the stress imposed by lack of financial support. A4 expressed this in her interview regarding the effect of her family support on her academic success.

“I'm thankful that I have a very supportive family...”

Based on the interviews, it was observed that students with family members who are part of the nursing community provide support by helping them academically. This involves helping them out with the obstacles in school, such as research paper writing and sharing of notes. Family is a valuable facilitator to academic success due to the emotional support it gives to Asian ESL nursing students. The stress in school was evident in the accounts of Asian ESL nursing students. However, stress is relieved by the family, and this has helped the students immensely. According to A6,

“The family support has been helping a lot. They cheer me up when I am down...”

Based on the interviews, it was also determined that collaboration with friends in completing schoolwork has helped facilitate the success of the Asian ESL nursing students. A2 said that,

“If I have a problem, I can ask them like a certain question that is confusing.”

Likewise, the willingness of the employer to adjust work schedules and reduce working hours allows the Asian ESL nursing students to balance work and studies at the same time. According to A4,

“They are willing to adjust the schedule for me or reduce my hours...”

Another aspect by which work colleagues are helpful is when they provide information that improves their financial health, such as sharing their knowledge of scholarships and student aid programs. One major hindrance to academic success identified by Asian ESL nursing students during the interviews is finances; hence, knowledge of such financial aid would be greatly beneficial for the students. A5 mentioned that,

“So, from my colleague, one of the biggest things they helped me, was informing me about the scholarship or student workers and just basically working while you're at school. So, they helped me with my financial health.”

For Asian ESL nursing students who hold jobs that are related to the nursing field, additional help has been extended to them in terms of vocabulary and academics. A5 mentioned that his work colleagues helped him with his schoolwork. They were very supportive that they would even help him translate the discussion to his native tongue so that he may better understand the concepts. In general, this kind of support system, which allows collaboration, would highly facilitate the success of Asian ESL nursing students. He said that,

“My colleagues, they kind of helped me with medical terms and just basically understanding the pathophysiology and any nursing homework that they can help me... “

***Norms and Values in School.*** Three subthemes were identified as norms and values in school that were beneficial to the Asian ESL nursing students. These are the school’s faculty fosters a supportive learning environment, the moral values asserted by the school as well as its acceptance of cultural differences among its students. These factors played an important role in the student’s academic success.

One of the identified facilitators of academic success by the Asian ESL nursing students is the enthusiastic and helpful nature of the instructors. This disposition allows them to improve in their studies because they are being guided well by their teachers. It is also helpful when instructors share their experiences and lessons in life. Likewise, it boosts their confidence when teachers and classmates appreciate them for being able to speak a different language. A4 stated that,

“My teachers and classmates are very grateful for me to have a second language.”

Other respondents expressed that the school fostered a supportive environment through its programs, such as the counseling services. These programs guide the students in the completion of their academic goals. Participants also mentioned several norms and values in school that help them prepare to become good nurses in the future. These norms and moral standards are; freedom of speech, honesty, and respect.

While cultural differences may pose some struggles to the Asian ESL nursing students, it was identified as a norm in school that facilitates academic success. A7 shared that the students in the class come from a different culture, and yet, they are given a sense of community because of these differences.

“Our class is diverse that comes from different backgrounds, so each one is strongly holding on the norms that each one of us values. Because of our diversity, I feel like I belong to this community.”

Table 4

*Summary of Themes Under the Community Component*

Component	Themes	Subthemes
Community	Family support	<ul style="list-style-type: none"> <li>• Provides financial support</li> <li>• Provides emotional support</li> <li>• Helps with academic requirements</li> </ul>
	Support from friends	<ul style="list-style-type: none"> <li>• Provides emotional support</li> <li>• Helps with schoolwork through collaboration</li> </ul>
	Workplace support	<ul style="list-style-type: none"> <li>• Willing to adjust work schedules and reduce working hours</li> <li>• Provides information on scholarships and other student aid programs</li> </ul>
	Faculty support	<ul style="list-style-type: none"> <li>• Helps with academic and language struggles</li> <li>• Instructors are enthusiastic and helpful</li> <li>• Shares experiences and lessons</li> </ul>

---

	<ul style="list-style-type: none"> <li>• Appreciative of ESL's capacity to speak a second language</li> <li>• Availability of counseling services</li> </ul>
Norms and moral standards	<ul style="list-style-type: none"> <li>• Moral values such as being honest, being respectful, being responsible and giving others the freedom to speak</li> <li>• Acceptance of cultural diversity</li> </ul>

---

Table 4 shows the effect of the vital components of the community, such as family, friends, and work, to the academic success of the Asian ESL nursing students. It also shows the norms in the school community that promote academic achievement.

**Society.** One broad theme was identified in the society component; that is, the cultural values that help the Asian ESL nursing students achieve academic success.

**Cultural Values.** One of the cultural values depicted the work values and ethics of the Asian culture that could help them succeed not only as students in their current nursing programs but as well as professionals in their future nursing careers. As noted by A3, an Asian ESL nursing student from the Philippines, one cultural value that facilitates his academic success is hospitality. According to him, this trait of being welcoming to others by nurses who share the same culture as he has helped him because he felt cared for like family.

“I would say hospitable value as a Filipino would be a big a big value that has helped me in this program.”

Another cultural value that facilitates academic success for Asian ESL nursing students is the respect and care for elders. According to A4, this value has influenced her to provide the best quality of patient care, especially to the elders. Furthermore, this

cultural value has influenced her as well to focus on geriatric care.

“My interest in geriatric care is possibly influenced by my culture of giving respect to the elderly.

As identified in the interviews of the Asian ESL nursing students, it is likewise inculcated in the Asian culture to support and help other people. The value of helping other people has helped the students give the best care to the patients, and this facilitates their academic success. According to A5, this trait has helped him lift other people up and helped spread positivity, which he felt was necessary when taking care of people who are in the hospital. Cultural values such as hard work and persistence were also noted among Asian ESL nursing students. A6 mentioned in her interview that growing up in the Philippines, she has learned to keep trying and to work hard until she has achieved her goals. She stated that,

“Students need to be persistent. We have to keep doing, to try and try until we succeed. “

Another cultural value identified as a facilitator to academic success is the value of Asian families for education. With education being the top priority in the Asian culture, Asian ESL nursing students, study harder for successful completion of the nursing program. Lastly, Asians are recognized to be family-oriented people. A7 mentioned that this value helps her care for others. For instance, when she sees other people struggle, she believes in helping them as you would to a family member. She believed that this cultural value allows him to provide a good level of patient care.

“I would say being family-oriented like family is the center of our lives...”



Table 5

*Summary of Themes Under the Society Component*

Component	Theme	Subthemes
Society	Cultural values	<ul style="list-style-type: none"> <li>• Being hospitable</li> <li>• Respect and care for the elders</li> <li>• Supportive and helpful</li> <li>• Hard-working and persistent</li> <li>• Family-oriented</li> </ul>

Table 5 shows the various cultural values that serve as facilitators for academic success based on the accounts of the Asian ESL nursing students.

**Supranational.** This component looks into experiences and suggestions of the respondents related to public or school policies that either helped them or may help them achieve academic success.

**Local and National Programs.** Two subthemes were identified under this broad theme, namely 1) the positive avenue for awareness about ESL and 2) the provision of academic support. The first one focuses on suggestions on how to widen the currently limited knowledge of ESL programs and the students involved in such programs. On the one hand, the second subtheme focuses on suggested national and global programs that are to be implemented within the school system that they may be able to provide academic support.

A2 mentioned that there should be a government and global policy that promotes

awareness about ESL students by teaching people to understand the different

cultures as well as their academic needs. In this manner, equity could be achieved, and hence, learning is not hindered by any cultural barrier. She stated that,

“I would like the government to advocate for ESL students...”

A5 suggested that new ESL students or ESL students who just came in the United States should be given an orientation to the culture, language and life in the US.

Likewise, respondents suggested that both students and faculty need to all go through mandated cultural training and orientation so everyone will have a better, understanding of diversity, equity and learn how to reconcile cultural differences. A1 mentioned that,

“For me, as an ESL student, we do have a hard time. Some of us have a hard time adjusting with the cultural, the American culture at times, and just basically fitting in with the society. Just not financially, but also just being with language and culture. “

While counselors are available in the nursing campus, the respondents suggested that it is more helpful if these counselors are specific for ESL students. They all believe that a more dedicated, ESL-centered support program will boost the academic success of Asian ESL nursing students. According to A3.

“We should have a counselor that would be more specific to ESL related issues.”

A2 briefly said in her interview that ESL students should not be rushed and must be given ample time to analyze concepts. ESL students require longer processing times due to the language barrier; therefore, per participants, they need longer hours for testing. She stated that,

“They should give more time for them. Give ESL more time and not rush them.”

One major hindrance observed in the account of some Asian ESL nursing students is finances. A6 brought this up again in her suggestions for programs on a wider scale. She expressed that the government should provide grants specific for ESL nursing students that will help with the financial issues among ESL nursing students. According to her, there are grants available at present, but as ESL, they find it difficult to complete the application. If the grants are ESL-specific, then applications can be made easier. A7 mentioned that the government and global policies should include tutoring and writing workshops for ESL students, as a form of support. She said that,

“I think it's it would be helpful if they provide like tutoring or like workshops, writing workshops for ESL students.”

Table 6

*Summary of Themes Under the Supranational Component*

Component	Themes	Subthemes
Supranational	Positive avenue for awareness about ESL	<ul style="list-style-type: none"> <li>• Promote awareness about ESL</li> <li>• Orient ESL students to the culture, language, and life in the United States.</li> </ul>
	Provision of academic support	<ul style="list-style-type: none"> <li>• provide counselors for ESL needs</li> <li>• Give ESL more time for learning and testing</li> <li>• Provide grants specific for ESL nursing students</li> <li>• tutoring and writing workshops for ESL students</li> </ul>

Table 6 shows a summary of the national and global programs that facilitates Asian ESL nursing students' academic success.

## **Discussion**

### **Interpretation**

The findings of this study show facilitators to the academic success of Asian ESL nursing students. The themes obtained from the interviews of the respondents were categorized based on the different components of the social ecological model which provided a framework in exploring the facilitators and barriers to the academic success of culturally-diverse nursing students (see Clary-Muronda, 2015). First, it is established that a strong, positive, and constructive relationship between the Asian ESL nursing students and the faculty, as well as their classmates and the staff of the school, promotes their academic and personal successes. This finding aligns with the result of the study of Wolf & Phung (2019), that positive learning outcome could be achieved if a kind and supportive learning environment are provided by the staff, faculty, and classmates.

Second, as Asian ESL nursing students, challenges in academics and language are inevitable. However, Asian ESL nursing students learned how to develop strategies that helped them overcome these struggles. A few of these strategies, which contribute greatly to their academic success, are extensive reading and research, collaboration with others, asking questions, and the use of resources such as the dictionary and web searches. These findings support the study of Donnel (2015). Donnel recommended the importance of early assessment of the students who are at high risk for attrition due to low reading comprehension scores to promote early intervention such as reading, vocabulary, and language assistance support program.

The third facilitator detected is the presence of a supportive learning environment within the school's organization. This includes having useful resources that cater to the needs of the ESL nursing students. These findings confirm the research result of Barbe et al (2018), that consistent collaboration between nursing institution, nursing leaders, and health care systems is essential to build a culture of diversity and inclusion among minority nursing students. Based on the findings of this study, ESL nursing students need inclusion to financial resources such as scholarships and grants specifics for ESL nursing students as well as learning support services that caters the need of ESL nursing students. These learning support services for ESL nursing students agree with the findings of Hansen and Beaver (2012) that action plan for success such as writing and tutoring centers, faculty and language support are needed to promote academic success of ESL nursing students.

Fourth facilitator noted, are the existing norms and values in school that are practiced, such as the supportive learning environment fostered by the faculty and the moral standards that the schools uphold, which help the Asian ESL nursing students achieve academic success. This finding supports the recommendation of Morton-Miller (2013) and Bryan (2017), that faculty should provide an effective learning environment by becoming culturally competent and sensitive to the learning needs of the ESL students.

Fifth, as a culture, the Asian ESL nursing students uphold values that facilitate their success. These values include hard work, persistence, hospitality, respect for elders, helpfulness, and family-centered. These qualities not only help them to reach their

academic goals but also drive them to become good nurses in the future, as these qualities ensure that they can provide excellent patient care. Lastly, awareness and academic support through effective, ESL-specific support programs, that are made concrete in national and global policies are found to be facilitators of academic success for the Asian ESL nursing students. The findings of Hansen and Beaver (2012) and Bryan (2017) confirm the importance of effective ESL- specific support programs. These authors recommended academic and learning resources on areas such as language, education models, test taking, and culture and faculty support. For language support services, ESL nursing students need assistance on enhancing their skills on reading, listening, speaking, and writing.

Hansen, Beaver and Bryan further suggested learning models such as active learning by enhancing critical thinking skills and use of peer-support which concur with my findings that Asian ESL nursing students benefit from the support of their classmates and colleagues from work. Based on the findings of my study, family, friends, and work are beneficial to the Asian ESL nursing students' academic success as they provide encouragement and inspiration to them. They also serve as facilitators through means beyond the emotional such as extending financial help as well as academic assistance.

### **Limitations**

The findings of this study are limited to the lived experiences of the Asian ESL nursing students. Also, there are other few limitations experienced in this study. First, there is a lack of representation in the race for the Asian ESL nursing students. As shown in the demographics, not all races under the Asian ethnic group were represented in this

study. It would have been beneficial if the study also explored the views and opinions of other races such as Indians, Thai, and Singaporeans as they also comprise a large majority of the Asian ESL nursing community. However, this limitation does not imply that the conclusions drawn from this study are not valid and inductive. Another limitation of the study is that the interviewer is not fluent in Mandarin, which is one of the native languages spoken by Asian ESL nursing students. If the interviewer was familiar with Mandarin, the interviewer could have potentially gained more insight from the Asian ESL nursing students who spoke Mandarin as their primary language.

### **Implications**

This study was able to establish several facilitators to academic success, according to the Asian ESL nursing students. The knowledge of these facilitators can have a great impact on the nursing discipline and practice as this could potentially increase the number of Asian ESL nursing students who become successful and productive professionals in the nursing field. Supportive faculty, classmates, and staff contribute to the success of Asian ESL nursing students. These support groups have been established to help the Asian ESL nursing students achieved academic success through the academic help they extend as well as the emotional encouragement they give.

Second, Asian ESL nursing students have established strategies that help them cope with their academic and language struggles in school. These strategies include the use of resources that can be fully supported by the school. For instance, extensive reading and research are among the learning strategies mentioned. The school can supplement these strategies by providing libraries that are equipped with useful books to the Asian

ESL nursing students and allowing for a longer borrowing time, considering that they process the information longer than a non-ESL student. They can also support libraries and learning centers that have fellow Asian ESL nursing students as tutors and staff who are tasked to go through the material and research with them. This could further enhance their learning; thus, ensuring academic success.

Third, families, friends, and work colleagues were established to be contributors to the Asian ESL nursing students' academic achievement as well. Hence, it is best that they are made aware of the struggles that the Asian ESL nursing students go through. In this manner, they will be able to understand, communicate better, and set more realistic expectations. With this awareness, families, friends, and work colleagues can better provide moral support and consideration to them. This sense of awareness can be further promoted to national and global levels through concrete policies.

Fourth, Asian cultural values play a vital role in Asian ESL nursing students' academic success. Their behavior towards achieving academic success and, consequently, professional success is deeply rooted in their moral and cultural values as Asians.

### **Recommendations**

Based on the limitations of this study, I recommend that future research that is conducted on the facilitators to academic success of Asian ESL nursing students include other races that are well-represented in the nursing profession population beyond those included in this study. Furthermore, it is ideal that the interviews are conducted by an independent researcher who is knowledgeable in Mandarin. In this manner, more insights will be drawn from the interviews.



## Conclusions

The strategies that facilitate the academic success and suggestions learned from the participants could help improve the retention and academic success of Asian ESL nursing students. Their experiences demonstrated their struggles and how they overcome these challenges. Some of the experiences and suggestions that have created a positive impact and promote academic success are; positive relationships with faculty, staff, and co-students, extensive reading and research, collaboration with others, asking questions, and the use of resources such as the dictionary and web searches. Other facilitators to academic success perceived by Asian ESL nursing students are the presence of a supportive learning environment within the school's organization such as useful resources specific to the needs of the Asian ESL nursing students such as learning center that would include a tutorial, mentoring, and writing assistance specific to the language needs and level of support of particular ESL nursing students. Also, in this study, the importance of family, friends, and co-workers was found critical to the Asian ESL nursing students' academic success as they provide encouragement, inspiration, and financial assistance to them. Likewise, both personal cultural values and moral standards fostered by the faculty, such as; respect and honesty, hard work, hospitality as well as the value of helping other people, and perseverance have tremendously helped Asian ESL nursing students persist in the nursing program.

This study could serve as foundational for future research related to facilitators to the academic success of Asian ESL nursing students. The results of this study could contribute to nursing education and could promote positive social change by identifying

the different factors that facilitate the academic success of Asian ESL nursing students.

Further research is recommended to explore and develop the training of faculty in providing a lecture utilizing culturally competent and culturally-sensitive teaching styles.

Furthermore, additional research must be done focusing on the barriers and facilitators affecting ESL nursing students of other ethnic groups to further promote balance, equity, and diversity in the nursing profession.

## References

- American Association of Colleges of Nursing (2019). *Enhancing Diversity in the Nursing Workforce*. Retrieved from <https://www.aacnnursing.org/Portals/42/News/Factsheets/Enhancing-Diversity-Factsheet.pdf>
- American Journal of Public Health (n.d.). *Manuscript preparation and submission*. Retrieved from <https://ajph.aphapublications.org/authorinstructions>
- Blash, L. & Spetz, J. (2018). *California Board of Registered Nursing 2016-2017 Annual School Report*. Retrieved from <https://www.rn.ca.gov/pdfs/education/schoolrpt16-17.pdf>
- Bryan, C. (2017). A Dissertation entitled Perceptions of Becoming a Nurse from the ESL Perspective: a Phenomenological Study. (Electronic Thesis or Dissertation). Retrieved from <https://etd.ohiolink.edu/>
- Clary-Muronda, V. (2015). The culturally diverse nursing student: A review of the literature. *Journal of Transcultural Nursing*, 27(4), 1-13. doi 10.1177/1043659615595867.
- Colorafi, K. J., & Evans, B. (2016). Qualitative Descriptive Methods in Health Science Research. *HERD: Health Environments Research & Design Journal*, 9(4), 16–25. <https://doi.org/10.1177/1937586715614171>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches (4<sup>th</sup> ed.)*. Thousand Oaks, CA: Sage Publications, Inc.
- Davidson, A.S. (2013) *Phenomenological Approaches in Psychology and Health*

Sciences, *Qualitative Research in Psychology*, 10(3), 318-

339. doi:10.1080/14780887.2011.608466

Finlay, L. (2003). Through the looking glass: intersubjectivity and hermeneutic reflection', in L Finlay & B Gough (eds.), *Reflexivity: a practical guide for researchers in health and social sciences*, Blackwell, Oxford, England, pp. 105–19.

Finlay, L. (2014). Engaging phenomenological analysis. *Qualitative Research in Psychology*, 11(2), 121-141. doi:10.1080/14780887.2013.807899

Kok, G., Gottlieb, N., Commers, M., & Smerecnik, C. (2008). The ecological approach in health promotion programs: A decade later. *Qualitative Research*, 22, 437-443.

Hennink, M. M. (2013). *Focus group discussions: focus group discussions*. Retrieved from <https://ebookcentral.proquest.com>

Hoeffel, E.M., Rastogi, S., & Kim, M.O., Shahid, A. (2012). The Asian Population: 2010 (pp. 1–24). U.S. Census Bureau. Retrieved from <https://www.census.gov/prod/cen2010/briefs/c2010br-11.pdf>

Loftin, C., Newman, S.D., Dumas, B.P., Gilden, G., Bond, M.L. (2012). Perceived barriers to success for minority nursing students: An integrative review. *International Scholarly Research Network (ISRN)*, 2012 (ID 806543), 1-9. doi.org/10.5402/2012/806543. Retrieved from <https://www.hindawi.com/journals/isrn/2012/806543/>

Mbulu, P. J. (2015). Retention in nursing programs: Factors contributing to the success of ESL students. Retrieved from

<http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1589&context=disse>  
rtations

Morton-Miller, A. (2013). Cultural competence in nursing education: practicing what we preach. *Teaching and Learning in Nursing*, 8 (3), 91 – 95.

Mulready-Shick, J., Edward, J., & Sitthisongkram, S. (2019). Developing Local Evidence About Faculty Written Exam Questions: Asian ESL Nursing Student Perceptions About Linguistic Modification. *Nursing Education Perspectives*. <https://doi-org.ezp.waldenulibrary.org/10.1097/01.NEP.0000000000000465>

National League for Nursing. (2016). Achieving diversity and meaningful inclusion in nursing education [NLN Vision Series]. Retrieved from [www.nln.org/newsroom/nln-position-documents/nln-living-documents](http://www.nln.org/newsroom/nln-position-documents/nln-living-documents)

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*, 18(2), 34–35. <https://doi.org/10.1136/eb-2015-102054>

Nordquist, R. (2018). English As an Additional Language (EAL). Retrieved from <https://www.thoughtco.com/english-as-an-additional-language-eal-1690600>

Olaco, J. (1996). Mini-Dictionary for ESL Teachers. Retrieved from <https://eric.ed.gov/?id=ED410744>

Oxford Learner's Dictionaries (2019). Definition of EAL abbreviation. Retrieved from <https://www.oxfordlearnersdictionaries.com/us/definition/english/eal>

Patton, M.Q. (2015). Qualitative research & evaluation methods: Integrating theory and practice (4<sup>th</sup> ed.). Thousand Oaks, CA: SAGE.

- Predictive Analysis Today. (2018). *NVivo*. Retrieved from <https://www.predictiveanalyticstoday.com/nvivo/>
- Richard, L., Potvin, L., Kishchuk, N., Prlic, H., & Green, L. W. (1996). Assessment of the Integration of the Ecological Approach in Health Promotion Programs. *American Journal of Health Promotion*, 10(4), 318–328. <https://doi.org/10.4278/0890-1171-10.4.318>
- Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed). Thousand Oaks, CA: SAGE.
- Scheele, T. H., Pruitt, R., Johnson, A., & Xu, Y. (2011). What do we know about educating Asian ESL nursing students? A Literature Review. *Nursing Education Perspectives*, 32(4), 244–249. doi:10.5480/1536-5026-32.4.244
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63–75. Retrieved from <http://www.iospress.nl/journal/education-for-information/>
- Smiley, R., Lauer, P., Bienemy, C., Berg, J., Shireman, E., Reneau, K., Alexander, M. (2019). The 2017 National Nursing Workforce Survey. *Journal of Nursing Regulation*, 9 (3), S1- S87.
- Stroup, L. M., & Kuk, L. (2015). Nursing as a Career Choice by Hispanic/Latino College Students: A Multi-Institutional Study. *Journal of Nursing Education*, 54(9), S83–S88. doi:10.3928/01484834-20150814-15
- Tang, A. C. Y., Wong, N., & Wong, T. K. S. (2015). Learning experience of Chinese nursing students in an online clinical English course: Qualitative study. *Nurse*

*Education Today*, 35(2), e61–e66. <https://doi->

[org.ezp.waldenulibrary.org/10.1016/j.nedt.2014.11.017](https://ezp.waldenulibrary.org/10.1016/j.nedt.2014.11.017)

Ungvarsky, J. (2017). Snowball sampling. *Salem Press Encyclopedia*. Retrieved from

<https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=125600316&site=eds-live&scope=site>

Walden University, Center for Research Quality (2019). *Research ethics & compliance:*

*Documents and FAQs*. Retrieved from

<https://academicguides.waldenu.edu/researchcenter/orec/documents>

Wolf, D. M., & Phung, L. (2019). Studying in the United States: Language Learning

Challenges, Strategies, and Support Services. *Journal of International Students*, 9(1), 211–224.

York, T., Gibson III, C., & Rankin, S. (2015). Defining and Measuring Academic

Success. *Practice Assessment, Research & Evaluation*, 20 (5), 1–20. Retrieved from <https://pareonline.net/getvn.asp?v=20&n=5>

**Manuscript 3: Facilitators to Successful Nursing Completion of Hispanic or Latino  
Nursing Students**

Jean Dimayuga Lansang

MAN, University of the Philippines, 2005

BSN, Lyceum of Batangas, 1992

Walden University

PhD in Nursing Program



**Outlet for Manuscript**

I will submit the third manuscript to the *American Journal of Public Health* (AJPH). This journal aims to publish research work, methods, and program evaluation in the field of public health; its mission is to foster public health research, policy, practice, and education (<https://ajph.aphapublications.org/authorinstructions>).

I chose this journal because my topic matches the purpose and scope of this publication. The URL of AJPH is <https://ajph.aphapublications.org/>. The body of the manuscript text needs to be 1.5 or double-spaced with a font size of 12. AJPH also requires submitting a cover letter containing no more than 150 words that address how the paper contributes to the current knowledge/data and its significance to public health (<https://ajph.aphapublications.org/authorinstructions>).

### **Abstract**

**Objectives:** To explore facilitators to the academic success of Hispanic or Latino ESL nursing students who are enrolled in an Associate Degree Nursing program in the Western region of the United States.

**Methods:** The qualitative phenomenological approach was used. In-depth one-on-one interviews or telephone/video calls were conducted in a private conference room of the nursing campus library. The 7 Hispanic or Latino participants were obtained by using purposeful and snowball sampling.

**Results:** The themes suggested academic facilitators that promote the academic success among Hispanic or Latino ESL nursing students, which included a supportive learning environment; emotional and financial support of families, friends, and work colleagues; and, last, availability and awareness of ESL support programs and resources provided in a local or national level.

**Conclusions:** Some of the various facilitators that promote the successful completion of a nursing program among Hispanic or Latino ESL nursing students are guidance and the support of faculty and the college in navigating resources and the provision of tutoring and mentoring specifics to needs of ESL students.

## **Introduction**

In 2019, approximately 19% of the U.S. nursing workforce was from a minority group, making racially and ethnically diverse nurses underrepresented compared to the overall population (Smiley et al., 2019). Of the minority nurses reported, approximately 5% were Hispanics (Smiley et al., 2019). Despite the efforts made by nursing education leaders to recruit and graduate nurses from racial and ethnic minorities, additional efforts are needed to achieve equal representation of minorities in the nursing workforce relative to the population mix (American Association of Colleges of Nursing [AACN], 2019). According to Blash and Spetz (2018), the California Board of Registered Nursing 2016-2017 Annual School Report indicated that the retention rate among Hispanic nursing students was over 70%, while the retention among their White counterparts was greater than 80%. According to Sanchez and Franki (2017), although there is an increasing population of Hispanics in the United States, the percentage of Hispanic nurses serving the Hispanic or Latino clients is still lower in comparison to the size of the community they serve. This study addressed the various facilitators to the academic success of ESL Hispanic nursing students in completing nursing programs.

## **Problem and Goal**

The expected growth of minority populations, along with the growing disparities in health care and health inequities, emphasize the need to recruit and retain a diverse nursing workforce that mirrors the diversity in the healthcare arena (Gilis, Powell, & Carter, 2010). The current health disparities that exist in the Hispanic or Latino population will likely be reduced by increasing the numbers of Hispanic or Latino

professionals in the healthcare workforce (Rauscher, 2017). Understanding the facilitators to the academic success of Hispanic or Latino nursing students may improve the retention and graduation rate among Hispanic or Latino nursing students. It is critical to increase enrollment and retention rates for Hispanic or Latino nursing students. Thus, the research problem that I addressed was the lack of understanding of the factors that facilitate the academic success of Hispanic or Latino nursing students in their attempt to achieve academic success in an Associate Degree Nursing program.

Results from this study may contribute to nursing education and could promote positive social change by identifying the different factors that facilitate the academic success of Hispanic or Latino ESL nursing students. The goal of the study was to gain insights into the perceptions of Hispanic or Latino ESL nursing students who are enrolled in an Associate Degree Nursing program in the Western region of the United States.

### **Significance/Importance**

This study contributes understanding of facilitators to successful program completion of Hispanic or Latino ESL nursing students. The findings of this study may provide insights into strategies to support ESL students in the successful completion of nursing programs. The result of this study could also bring out positive social change by providing an insight to the nursing institutions in designing a policy that could effectively help ESL nursing students. It may include mandatory professional development training of nursing faculty and formulation of other strategies that could help ESL students to complete the nursing program successfully (Mbulu, 2015).

The social-ecological model (SEM) provided the overarching framework to help understand and illustrate the various factors that facilitate or hinder the academic success of ESL nursing students. SEM provides a multidimensional components of the students' learning barriers, and it includes guidance on how to resolve the students' barriers to academic success (Clary-Muronda, 2015). According to Clary-Muronda (2015), further studies using SEM are needed to understand the factors affecting culturally diverse nursing students.

The SEM model provided a framework in exploring the facilitators and barriers to the academic success of culturally-diverse nursing students (Clary-Muronda, 2015) while the Cummins model of language acquisition could provide a framework for faculty to develop teaching plans that may answer the learning needs of the Hispanic or Latino ESL nursing students (Cummins,1983).The combined models may guide both students and faculty in developing strategies that could potentially improve the academic success of culturally diverse nursing students.

The purpose of the study was to understand the perceptions of the facilitators to the academic success of Hispanic or Latino ESL nursing students who attend Associate Degree Nursing programs in the Western region of the United States. To achieve this research goal, I used the qualitative phenomenological approach for this study.

### **Relevant Scholarship**

According to Stroup (2015), some of the facilitators to the clinical learning of Hispanic or Latino nursing students are shadowing a nurse at work to see what he or she does, having health care work or volunteer experience, and mentoring. This study

provided evidence-based results that can be used by high school counselors, college and university academic advisors, and nursing programs to successfully promote nursing as a career choice by Hispanic/ Latino college students. For future research, Stroup suggested studying a higher number of Hispanic/Latino community college students to provide additional information about nursing career interest and self-efficacy, as well as factors these students believe would help them be successful in a nursing program.

The study of Robbins and Hoke (2013) provided different perspectives on the factors that facilitate the academic success of Hispanic or Latino nursing students. The results of this study highlighted the significance of positive interactions between the academic program and the student. The findings of this study also emphasized the importance of transparent curriculum, explicit belief in the potential for student success, commitment to respect, personal resources, family support, employment considerations, interactions, requirements, learning, and value (Robbins & Hoke, 2013). Additionally, the findings of Robbins and Hoke, add to the body of knowledge about RN-to-BSN education and how to successfully support the needs of ESL nursing students. Also, these findings could have potential implications for the development of the nursing curriculum.

Ninan (2015), on the other hand, explored the experience of ESL Hispanic or Latino nursing students who have already completed a nursing program, earned a baccalaureate of science degree, and passed the state licensing examination for registered nurses despite having failed a nursing course and having been placed on academic probation. The findings of this study revealed that the general structure of the phenomenon of achieving academic success is a process that occurs in three distinct

successive stages: despair, self-reflection, and change (Ninan, 2015). Ninan's findings could help educators to equip themselves with knowledge and skills on how to support students through the steps of the success journey. Also, the results of this study could be used as a guide for faculty on how to effectively support nursing students in achieving their academic goals and successfully graduate from a nursing program. Similarly,

Rauscher (2017) conducted a narrative, descriptive study that focused on successful Latino nursing graduates. The findings of this study indicate the significance of family support in the academic success of Latino nursing students. The students' empowerment derived from the family sacrifices, and faculty support had a significant impact on the students' academic achievements (Rauscher, 2017). Additionally, the power of perseverance and commitment helped the participants to attain their ultimate goal to complete the nursing program Rauscher (2017).

Last, according to Nevarez, Castaneda, Rodriguez, and Reynoso (2019), policy solutions are needed to build a strong Latino immigrant workforce, equal access to health care, and health workforce, including Hispanic or Latino nurses working in the health care arena. Some of these policy solutions suggested by these authors are; education and immigration policies, increase funding for health professions pipeline programs at K–12 and higher education levels, consider priority admissions for students with cultural and linguistic competency in health professions graduate programs, increase residencies and access to licensure for international medical graduates and other health professions, increase funding for loan repayment programs that require health professions graduates to work in medically underserved areas, workforce and health care policies, consider

cultural and linguistic diversity in recruitment, hiring, and promotions, and retain employees by promoting a work environment that elevates diversity, equity, and inclusion. Since my study was guided by the Social Ecological Model (SEM), and one of its components is the supranational level, some of these authors' suggested government policy solutions such as increased funding for higher education levels, and priority admissions for students with cultural and linguistic competency could be applicable to the supranational initiatives of my study to promote the academic success of ESL nursing students.

### **The Gap in the Literature**

The disproportion between the number of Hispanic or Latino nurses and the Hispanic or Latino population they serve has resulted in health disparity and inequity in this community group (Condon et al., 2013). The higher the enrollment and graduation rate among Hispanic or Latino nursing students, the higher the number of future Hispanic or Latino nurses that could work in the healthcare arena. A gap still exists in the literature on the robust teaching strategies that will guide the nursing educators on how to support the academic needs of the Hispanic or Latino nursing students (Brown, 2017; Mocer, 2010; Montez-Ochoa, 2015). Thus, National League for Nursing (NLN) (2016) recommended further research that will help improve the recruitment, retention, and academic success of the culturally diverse nursing students that will subsequently strengthen nursing workforce diversity among the Hispanic or Latino population. The call of NLN concurs with my study to explore and understand the barriers and facilitators to the academic success of ESL Hispanic or Latino nursing students.



## **Research Question and Design**

The research question of this study was, “What are the perceptions of the facilitators of the academic success of Hispanic or Latino ESL nursing students enrolled in an Associate Degree nursing program in the Western region of the United States?” The qualitative phenomenological approach allowed collections of first-hand subjective data and experiences of the participants (see Colorafi & Evans, 2016).

## **Methods**

### **Participants**

The population recruited in this study was the Hispanic or Latino ESL nursing students who spoke English as their second language. The definition of Hispanic or Latino origin used in the 2010 census refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race (Humes, Jones, & Ramirez, 2011). These participants were recruited from the Associate Degree of Nursing (ADN) program of two community colleges in the Western region of the United States.

The criteria in choosing the participants were minority nursing students who are Hispanic or Latino and speak English as their second language. There were three U.S. born participants; the rest were foreign-born who self-identify as Hispanic or Latino. Participants included male (1) and female (6) and a mixture of students from the first and second levels in the ADN nursing program.

**Sample**

The primary sampling method that was used for the study was purposeful sampling. According to Patton (2015), information-rich cases can be obtained from purposeful sampling, and a great deal of information related to the topic can be learned from the participants selected through purposeful sampling. Further, this type of sampling was helpful in revealing and illuminating important characteristics patterns (Patton, 2015) among Hispanic or Latino nursing students. I have asked permission from the School of Nursing (SON), that allowed me to post flyers inside the nursing campus.

The secondary sampling method that was used for the study was snowball sampling. Snowball sampling is a method for recruiting subjects for research studies in which people who have already participated are asked to recommend others to also take part in the study (Ungvarsky, 2017). I started recruiting participants based on the set criteria then these subjects who already participated were asked to recommend others who can also participate in the study.

Demographic questions were asked before the start of the interview (see Appendix C). I conducted either in-depth one-on-one interviews or phone/video conference (see Appendix D & E) to achieve the depth of information, and interviews continued until saturation was reached (Hennink, 2013). According to Creswell (2014), the size of the participants needed for the phenomenological study usually ranges from five to 20 participants; however, I interviewed participants until saturation was reached.

**Variables/Sources of Data**

Data from this study originated from interviews with Hispanic or Latino nursing students who speak English as their second language. These participants were recruited from the ADN program/s of public college/s in the Western region of the United States. The lived experiences and perceptions of these participants allowed me to gather rich information regarding the facilitators and barriers to the academic success of ESL nursing students.

**Definition of Concepts**

Various literature defined academic success differently. York, Gibson III, and Rankin (2015) conducted an analytic literature review to examine the use and operationalization of the term in multiple academic fields. These authors presented the definitions of academic success as academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post-college performance. However, in this study, academic success was defined as persistence and successful completion of the nursing program (York et al., 2015). Facilitators to academic success were the essential concepts significant in conducting this study. While barriers correspond to the factors that hinder nursing students from achieving academic success, facilitators are the factors that promote or facilitates academic success.

According to Olaco (1996), ESL is a kind of instruction in structural patterns in English characterized by oral and written drills with practice, sequencing of the introduction of new structural elements, and suggestions for their use in class. ESL is

used interchangeably with English as an additional language (EAL). In the U.K. and Ireland, English as an additional language (EAL) refers to the teaching of English in schools to learners whose first language is not English (Oxford Learner's Dictionaries, 2019). Nordquist (2018), also defines English as an additional language (EAL) as a contemporary term used in the United Kingdom and the rest of the European Union for English as a second language (ESL). In this study, ESL nursing students refer to learners whose English is not their native language.

### **Instrumentation or Measures**

In-depth one-on-one interviews or telephone/video calls were conducted to achieve the depth of information and the saturation of data (Hennink, 2013). The interview began with a question that built rapport with the participants then followed with the more specific questions designed to answer the research questions. Consent was secured before the start of the interview which included interview procedures, voluntary nature of the interview, risks, and benefits of being interviewed, privacy, contacts, and questions (see Walden University, Center for Research Quality, 2019).

### **Ethical Procedures**

According to Hennink (2013), the codes of research ethics include informed consent, minimization of harm, anonymity, self-determination, and confidentiality. This code of ethics was observed and followed before, during, and after the data collection. Permission to collect data for my study was obtained from the Walden University Institutional Review Board (IRB) and the college's IRB. When permission was obtained, I posted flyers (see Appendix A) in the college of nursing.

The participants received an invitation to participate (see Appendix B) by email. Upon accepting the invitation, the interview time and date were set according to the availability of the participants. The email to the participants emphasized that all participation is voluntary. Participants were asked to reply to the email with these words in the subject line of the reply email: "I consent," if they were interested in participating in this study. I reminded the participant with a phone call or email about the interview. I also ensured that all participants' rights were respected nor violated.

### **Transferability and Credibility**

The credibility of a study is enhanced with appropriate research design and implementation (Smith & Noble, 2014). I completed a critical reflection of methods to ensure sufficient depth and relevance of data collection and analysis. I kept meticulous record-keeping, trail audits, and ensured interpretations of data were consistent and transparent. I ensured that the comparison of similarities and differences across accounts are established to provide different perspectives that are represented. Likewise, the detailed and thick verbatim descriptions of participants, as described by Noble and Smith (2015), were included.

The following are the methods that were used to mitigate the potentially adverse effects of preconceptions that may discount the research process.

**Reductions and bracketing.** All the data that I obtained from the respondents were treated equally without bias. I set aside what was already known and I opened myself to new understanding or learning. According to Finlay (2014), the reduction, or epoche, is a process whereby the investigator withholds self-interpretations of the

phenomenon to understand the true meaning of the phenomenon under study. Also, phenomenological reduction efforts should be made to treat all details with equal value (Davidsen, 2013). The process of reductions and bracketing allowed me to learn and understand the experience of the participants when I bracket my own perception and open myself to explore the deeper and meaningful experiences of the respondents.

**Openness and Genuine Curiosity.** I stayed open to receiving new information. It involves being empathic, genuinely curious, while being reflexively mindful of own position and perspectives (Davidsen, 2013). I did not allow my own culture, values, and beliefs to cloud my data analysis. The findings of my study were purely based on the true perceptions and experiences of the participants.

**Dwelling.** I dwelled in each moment of the participants' experience to deeply understand their conditions and experience. Dwelling provides a space for the phenomenon to convey its experience (Finlay, 2014). As the researcher dwells, new learning comes out, and the data are transformed into meanings. Finlay (2014) suggested numerous procedures when analyzing the participants' experience. The analysis includes a genuine understanding of the experience described. I also deferred my personal judgments or assumptions and focused on experiential detail, and the phenomenon and I averted from personal interest are critical to obtaining accurate analysis of the experience (see Finlay, 2014).

**Explication Phase.** I used explication to carefully synthesize the data set where themes emerged and were clustered into broader categories. The explication phase allowed the detailed process to work by enabling the phenomenon to show (Finlay,

2014). According to Finlay (2014), there are three interlinked ways for explication to occur. They are eidetic analysis and imaginative variation, capturing the intersubjective lifeworld, and examining horizons between researcher, participant, and the phenomenon (Finlay, 2014). In this phase, I was able to understand in detail the experience of the participants in a deeper and meaningful manner.

***Eidetic analysis, imaginative variation, and capturing the intersubjective life***

***world.*** Through the eidetic analysis and imaginative variation, I was able to understand the meaning of the phenomenon, and I was able to explore its interrelated components. I also looked for associations across the data set and general grouping of the phenomenon and focused on the phenomenon instead of delineating the participants (Finlay, 2014). I facilitated accurate and in-depth analysis of the data by focusing on the real-life situations of the participants (Finlay, 2014), such as their lived experiences in nursing school.

***Examining horizons between researcher, participants, and the phenomenon.***

Critical evaluation of my personal experiences allowed me to deeply understand the phenomenon and participants. The process involves personal reflection to gain further insight and a more in-depth understanding of the situation (Finlay, 2003). According to Finlay (2003), reflexivity involves a process of continually reflecting the meaning of personal experience and the phenomenon being studied.

**Languaging.** Languaging is the final stage of the analytic process that involves the development or creation of the final research findings (Finlay, 2014). The final language is clear, direct, and credible. Also, to ensure credibility, the phenomenon of the

study was discussed accurately, and I used the appropriate methodology. I also expressed familiarity with the context of the research topic. According to Patton (2015), checking the consistency of different data sources within the same process provides a significant contribution to the validation and credibility of the analysis. Additionally, transparency in recruiting participants using a clear statement on how it was facilitated adds to the credibility of the study.

Also, I provided adequate contextual descriptions of the data collection and its findings. According to Shenton (2004), the extent to which the results of one study can be applied to other situations (transferability) needs to be emphasized by the investigator. Additionally, the details of recruitment and data collection, setting, and selection criteria were fully described. I provided detailed information regarding the setting of the interview and other aspects of data collection that helps provide a richer and fuller understanding of the research setting.

**Dependability.** Dependability establishes the consistency and repeatability of the findings of the study (Shenton, 2004). According to Shenton, dependability shows that, if the research is repeated in the same context, with the same methods, and with the same participants, similar results would be obtained. I discussed how to replicate the study, a description of the design that was being used as well as data collection procedures.

**Confirmability.** Another step to ensure the trustworthiness of the study is to ensure the confirmability of the result of this investigation. According to Shenton (2004), the findings are the results of the experiences and ideas of the participants and not of the



investigator. I ensured that all the data collected are the reflection of the true experiences and perceptions of the participants and not of the investigator.

### **Design and Analysis**

I used a descriptive phenomenological design, which helped me find the meaning, structure, and essence of the lived experience (Patton, 2015) of the ESL nursing students. I began pre-coding by highlighting and circling the participants' responses that were rich and significant worthy of attention (Saldana, 2016). I looked at the most frequently used words and categorized these data according to their meaning. It enabled the category column to be defined and then compared with other categories. These categories constituted the overall research topic or concept (Saldana, 2016).

I used NVivo and Rev software to assist in transcription and organizing the data for analysis (Predictive Analysis Today, 2018). I also used a Microsoft Excel spreadsheet to organize the data collected into themes, sub-themes, and categories under various components that emerged from the interviews of Hispanic or Latino ESL nursing students.

### **Results**

I conducted the study according to the plan. There were no changes in the sampling method, and all data were collected and analyzed according to original research design and analysis.

#### ***Description of Participants***

A total of N=7 Hispanic or Latino ESL nursing students were interviewed in the study. Out of the 7 subjects, 85.7% (6/7) were females, and only 14.3% (1/7) was male.

For these groups of respondents, 42.9% (3/7) was born in the USA while another 42.9% (3.7) was born in Mexico, and the remaining 14.3% (1/7) was born in Guatemala. All of the 7 participants speak Spanish as their primary language. Also, all participants mentioned did not have any prior experience in the nursing field.

**Execution.** The source of data was the nursing students enrolled in the ADN nursing program from public nursing schools in the Western region of the United States. The other sources were from snowball sampling; that is from recommendations of the participants who also participated in the study. The data collection depended on the availability and schedule of the students, so it did not interfere with their class. Each interview lasted from twenty to thirty minutes and was recorded using a voice recorder. The participants were informed of the purpose and objectives of the study. The step by step procedures from the beginning to the end of the interview was fully explained to the participants.

Interviews were audio-recorded. The setting of the interview took place in a private conference room of the nursing campus public library. Additionally, clear and audible recordings were needed for accurate transcriptions (Jamshed, 2014). The provision of a safe and secure environment promoted physical safety for both the researcher and participant paramount in maintaining their focus and concentration (Williamson & Burns, 2014). The participants felt safe, secured, and non-threatened in the setting of the interview.

## **Results**

**Themes.** This section presents the various themes, subthemes, and categories identified as facilitators that help Hispanic or Latino ESL nursing students achieve academic success based on the interviews conducted. Different themes were noted based on the interrelationships between participants and the Social Ecologic Model (SEM) component levels; individual, interpersonal, organizational, community, society, and supranational components.

**Individual.** Three broad themes were identified for the individual component. These broad themes are 1) general experience with teachers, 2) general experience with classmates and staff, and 3) meaning of success. The accounts of the participants provide ideas on the facilitators that help Hispanic or Latino ESL nursing students achieve academic success based on their interactions with teachers, classmates, and staff. These facilitators are summarized in Table 1.

***General Experiences with Teachers.*** On the general experiences of the students with their teachers, a common subtheme was recognized; that is, the nurturing experience with teachers who hone their academic potential. Having strong academic support from teachers, who provides valuable guidance and help, encourages the Hispanic or Latino ESL nursing students to attain their goals of succeeding in the nursing program.

Based on the interviews of the Hispanic or Latino ESL nursing students, an apparent facilitator to their academic success is the presence of helpful teachers who are willing to help and nurtures the learners' academic potential. It is also beneficial to them that teachers can easily be reached for any questions and concerns and that they provide

appropriate resources for them to use. These thoughts were expressed S5 and S6 in their interview.

“The instructors were very helpful. When I came to them for help, they would give me resources...”

All participants acknowledged the value of the knowledge that their teachers have shared with them as well as their efforts to foster a good learning environment.

Respondents added that it is beneficial if the teachers have a stronghold of the concepts and skills related to nursing, but this becomes more valuable when the teachers are able to impart this knowledge to the students in a manner that assures them of academic achievement. S3 mentioned in his account how his teachers foster such an environment of learning.

“I think I have a good relationship with my professors. Like I said, I think they're, for the most part, they're very knowledgeable, and they provide an environment of learning. They facilitate a good environment for learning.”

Another facilitator of academic success is the presence of understanding teachers. These are the teachers who recognize the struggles of ESL students, in general and try to help by discussing the lectures in such a manner that can be easily understood by the ESL students. This attitude from a teacher makes it easy for the Hispanic or Latino ESL nursing students to approach them for help, consequently helping the students achieve academic successS7 mentioned this thought.

“The good teachers help us understand, and they're there for us. They understand that English is not your first language, and they try to break the things down for you.”

***General Experiences with Classmates and Staff.*** As detected in the interviews of the Hispanic or Latino ESL nursing students, one facilitator for academic success has supportive classmates and staff. S2 mentioned that the classmates and staff are approachable and attentive to her concerns in school. She also stated that these groups are often available and willing to help her with her questions related to schoolwork.

“I mean, the staff has been great. I have had a lot of support in terms of like classmates and the staff and the teachers.”

***Meaning of Success.*** Another broad theme identified is the meaning of success for the Hispanic or Latino ESL nursing students. This was directly asked during the interview to understand the individual goals of the Hispanic or Latino ESL nursing students. Under this broad theme, two subthemes were identified; that is, academic success and personal success. S3 stated that to be successful meant attaining a nursing degree and eventually, becoming a registered nurse. He further mentioned that being in the nursing program is success in itself, but finishing the program is another portion of his academic success.

“So currently, just being here in nursing programs is success enough for me, and then once I finish it, that's going to be the next part of the success.”

S5 expressed that success meant having understood and grasped the concepts, theory and skills taught in class that they may be effectively applied in clinical practice. The participant further mentioned that to her, success meant more than getting high grades or memorizing the materials. It meant being able to perform critical thinking during actual practice in the clinical setting.

“Well, for me, just passing the exams and also grasping the material that I’m learning into actual practice in the clinical setting.”

For some Hispanic or Latino ESL nursing students, success is on a personal level. S1 expressed that success to her meant being a confident and competent nurse in the future. In her account, this means being able to confidently perform all the skills and familiarize herself with the science involved.

“To be confident and to be a competent nurse in the future, able to do all the skills that I need to and back it up with the science behind it.”

S2 stated success for her is being the best according to her own standards. She further mentioned that her success is not measured by comparing her accomplishments with others. Instead, success meant a personal sense of fulfillment, one where she feels proud of herself and what she has attained.

“What I mean by being the best nurse means that internally I have found myself and what I will be doing. It’s something that makes me feel proud about myself that’s been achieving that. I guess it’s the ultimate goal.”

Lastly, one common meaning of success identified in the interviews of Hispanic or Latino ESL nursing students is to be able to help others in the community. S6

expressed in her account that she tried to fully understand nursing as a career that she may reach her full potential and, consequently, reach the ultimate goal of helping the community.

“I want to be the best that I can, and I want to understand as much as I can so, I'm able to help the community...once I do become a nurse.”

Table 1

*Summary of the Themes Under the Individual Component*

Component	Themes	Subthemes
Individual	Nurtures academic potential	<ul style="list-style-type: none"> <li>Teachers are knowledgeable and understanding</li> </ul>
	Provides academic support	<ul style="list-style-type: none"> <li>Classmates and staff provide answers and resources that are easily accessible</li> </ul>
	Meaning of academic success	<ul style="list-style-type: none"> <li>Graduate the nursing program and become a nurse</li> <li>Understanding concepts, theory, and skills</li> </ul>
	Meaning of personal success	<ul style="list-style-type: none"> <li>Be a confident and competent nurse</li> <li>Have a sense of fulfillment</li> <li>Being able to help the community</li> </ul>

Table 1 summarizes the participants' overall experience with the teachers, classmates, and staff and how it affects the students' academic success. It also shows that the meaning of success in many different ways based on their experience, view, and perception of success.

**Interpersonal.** Two broad themes were detected for the interpersonal component; that is, the contribution of classmates to academic success and the strategies developed in overcoming the challenges encountered as Hispanic or Latino ESL nursing students. The responses of the Hispanic or Latino ESL nursing students on this component showcase the various facilitators to academic success that are influenced by the Hispanic or Latino ESL nursing students' classmates and staff as well as the various coping mechanisms they have developed in order to succeed.

*Contribution of Classmates to Academic Success.* In general, the Hispanic or Latino ESL nursing students shared that they have good working relationships with their classmates. More specifically, two subthemes were identified pertaining to the contribution of classmates to academic success. First, classmates provide academic support, and second, classmates give emotional support. These subthemes established that classmates, as support systems, aid the Hispanic or Latino ESL nursing students in overcoming their struggles in school.

All respondents mentioned that their classmates had played an essential role in their academic success due to the help they extend with one another. This help often comes in the form of studying together and sharing available resources. S1 expressed that her cohort constantly shares hints and resources. This type of relationship between classmates has helped the Hispanic or Latino ESL nursing students cope with their struggles academically.

“We all help each other out, and if we have resources, we'll share resources...”



According to S2, their cohort is composed of students from diverse backgrounds. Due to these differences, they are able to understand and empathize with each other, especially with their challenges as ESL nursing students. This support facilitates the academic success of Hispanic or Latino ESL nursing students through the emotional growth and stability these relationships provide.

Another facilitator to academic success that is driven by the Hispanic or Latino ESL nursing students' relationships with their classmates is the fact that they serve as outlets for their stress. S4 mentioned that the journey in nursing school is difficult, but this struggle had been made easier for her because she had classmates that she can rely on and talk to.

“I think having a relationship with my classmate helped me with my academic achievement because we can work together and study and support each other because this journey through nursing school is difficult.”

***Strategies in Overcoming Challenges.*** These are the strategies applied to overcome challenges in 1) academics, 2) language, and 3) personal issues.

For the first subtheme, extensive reading and research were cited as strategies developed to overcome issues related to academics. From the interviews of the Hispanic or Latino ESL nursing students, the advantages of reading and research were emphasized as these have helped them in understanding the concepts taught in class. Some stated constantly reviewing their textbooks to look for words that are unfamiliar to them and research them. Often, this practice is done prior to lectures that they may be able to

follow the class discussions led by the teachers. S6 mentioned that she purchased several textbooks, as reading references, that she may be able to fully understand the concepts taught in class.

“I have also purchased a numerous amount, of textbooks to try to grasp information from separate sources so I can fully understand the concept.”

Another strategy that was noted in overcoming academic challenges is the use of technology. S1 elaborated on her use of Google for answers and aid in understanding the concept and words she does not understand.

“I just go onto Google, and I just search the concept that I'm trying to define or like the word that I don't understand and then get the answer right way.”

Additionally, collaborating and talking to others was extremely helpful for the respondents. Two collaborators were recognized in the accounts of the Hispanic or Latino ESL nursing students who mentioned this strategy, namely, family members and classmates. S1 stated that when difficulties arise, she will consult her mother, who was a competent nurse. She felt that her mother provided a lot of help when she explains the concepts to her.

“I'll talk with my mom about it too, since she was a nurse and she's pretty competent. So, I just ask her, and she usually just explained that to me and that kind of help.”

Meanwhile, S7 expressed her openness to ask questions to her classmates who can explain to her what she has difficulties. According to her, she asks for help from her peers because they can usually explain to her what she does not understand.

“If I don't get it, I ask one of my classmates, and they usually are good and explain it, or I raise my hand, and I ask the question.”

Lastly, one barrier to academic success that was mentioned is anxiety. S3 expressed that in order to overcome the anxiety and stress experienced in school, he used mindfulness meditation. This sense of self-awareness helps him control his anxiety that, subsequently, allows him to perform better in school.

“I've also started getting into mindfulness, like mindfulness meditation.”

The second subtheme refers to strategies identified to help attain academic success by overcoming language issues. S7 said that breaking down of words help her tackle the language barrier. She also expanded this technique to her interactions with patients. According to her, when you break down the medical terminologies and use simpler terms, one can explain the condition to a patient more easily and clearly.

“During the lecture, I have to break down their words.”

Another strategy observed was translating the words to the Hispanic or Latino ESL nursing student's primary language and making connections between languages from there. S4 indicated that this type of technique helped not only with her language improvement but also with her clinical practice. She mentioned that in the hospitals, she might have to translate for others; hence, translating it in her language gives her practice in expressing and understanding the concept.

“Sometimes I can use like I kind of translate them to because at the hospital I might be likely to speak my language, a private translator to my Spanish from English to Spanish so that I can better understand it ...”

However, S7 expressed that this is not a good strategy as it can be confusing and time-consuming. She mentioned that there are words in the English language that means something else in Spanish. Because of this, she tends to just directly understand the English language.

“There are some words that on English it means something and in Spanish means something else. So, I try not to translate it because it's just time-consuming. I try to understand it in English.”

Another useful technique observed was tabulating unfamiliar words and then using vocabulary tools such as the dictionary to understand. S2 said that if she does not know the word, she could look it up and add it to her vocabulary. However, there were times when she could not look it up, she then tried to understand the word in the context of the sentence, and that seems to be a good strategy for her as well.

“I don't know this word. I'm going to find out what this word means and then just go come up with other words that I never heard of. And so that's kind of like adding to my vocabulary. “

Lastly, the strategy of improving language through available resources was detected as a common coping mechanism used by the Hispanic or Latino ESL nursing students. In the accounts of the Hispanic or Latino ESL nursing students, they mentioned

using Grammarly, books with APA study guides, as well as their personal connections to improve their English. S2 further elaborated on how her husband would help her improve her language, in turn, promote academic achievement for her.”

“My husband was born here. So, he predominantly speaks English. So, it's easier for me to talk in Spanish so if I don't know, I ask him.”

Table 2

Summary of the Themes Under the Interpersonal Component

Component	Themes	Subthemes
Interpersonal	Provides academic and emotional support	<ul style="list-style-type: none"> <li>• Classmates are sharing their knowledge and resources</li> <li>• Empathizes with each other's struggles as ESL students</li> <li>• Provides an outlet for stress</li> </ul>
	Strategies applied to overcome challenges in academics	<ul style="list-style-type: none"> <li>• Extensive reading and research and use of technology for learning</li> <li>• Collaborating and talking to other students</li> <li>• Mindfulness and meditation</li> </ul>
	Strategies applied to overcome challenges in language	<ul style="list-style-type: none"> <li>• breaking down of words</li> <li>• translating the words to primary language</li> <li>• tabulating unfamiliar words and understanding the word in the context of the sentence</li> <li>• Improving language using available resources</li> </ul>

Table 2 summarizes the facilitators under the interpersonal component of SEM shown by the different types of support they are getting from classmates and the strategies they learned to overcome their challenges in nursing school.

**Organizational.** Under this component, the possible ESL support programs and resources in school were explored as these could be valuable facilitators to the Hispanic or Latino nursing students' success.

*Suggestions for Organizational Support.* Under this broad theme, the Hispanic or Latino ESL nursing students were more focused on a supportive learning environment. They suggested strategies that are more geared towards group support. In the interviews, the language was a common struggle among Hispanic or Latino ESL nursing students, and this affects their writing skills as well as their understanding of concepts in class. Hence, one of the suggestions identified was the tutoring and writing centers with ESL support. S4 directly mentioned that tutoring outside the school would be beneficial for ESL students.

“I think tutoring outside the school because there are certain subjects that students struggle with because of the language, including medical-related language.”

S7 stated that writing laboratories or similar platforms would be good resources. It was expressed that a writing center that will be specific for ESL nursing students with staff members that are familiar with both their native language and the nursing language would be very helpful. She further suggested that having another ESL nursing student in the center would be beneficial. She agreed that this student volunteer might be a good resource for information on grammar, terminology, and vocabulary.

“Have another student who was an ESL student also. A student helper, or

volunteer, or if it is cool towards them, to help at least an hour after the lecture to help us process the information we just learned, that would be also a big help.”

The second subtheme recognized is the peer or community support group. S3 indicated that a support group that can help with his struggles on test-taking and finding resources would be helpful. He mentioned that a program that can help spread awareness on the available programs, such as research volunteering and Latino organizations outside the school, would be helpful. These programs could also aid in disseminating information that would help them cope with their academic and social struggles.

Furthermore, S3 expressed that a program with peers that is publicly advocated would be of great help. She suggested that this group could be comprised of first-generation college students or people who are generally trying to better themselves. For her, having that sense of representation and being surrounded by positive people would motivate her and lead her to achieve academic success.

Another vital strategy identified in the interview was faculty support, especially during test-taking. S7 mentioned that one of the barriers she encountered during tests is the wording of the test. She agreed that it would be accommodating if ESL students can stand up and ask the teachers for clarification or have the teachers rephrase the question clearly so that it can be better understood. According to her, this process would assist them in understanding the question, which, in turn, would help them pass their classes and achieve academic success.



“For me, the other problem during the test-taking is words. If I don't understand what the word means, it changes the meaning of the question.”

Another organizational strategy identified is on-site counselors. Based on the account of S3, he stated that his experience talking to counselors had helped him, and he saw the need for more counselors on campus. He believed that having resources with whom you can talk without judgment would be helpful to them as ESL nursing students.

“So, I also talk to the counselors like once or twice here. So, I think just having more, for some people having more resources that people can go and talk without being judged, that could definitely help.”

Lastly, many of the Hispanic or Latino ESL nursing students suggested extra time for testing, assignments, and lectures. According to them, this extra time would encourage academic achievement for Hispanic or Latino ESL nursing students because their learning won't be rushed. S2 and S7 suggested a program where ESL nursing students can be given extra time for quizzes. A suggestion was also made by S6 to prolong the nursing program by six months to a year in order to give them enough time to learn the materials they need in their profession. S1 articulated that if given more time to process and understand the lectures, they will be able to better comprehend the theory and applications. She mentioned that the current program they have makes her feel rushed. She further suggested being given enough time to grasp the concepts and verbalized back to the instructors to confirm that their understanding is correct.

Table 3

*Summary of the Themes Under the Organizational Component*

Component	Theme	Subthemes
Organizational	Supportive learning environment	<ul style="list-style-type: none"> <li>• Tutoring and writing centers with ESL support</li> <li>• Peer or community support groups</li> <li>• Faculty support</li> <li>• On-site counselors</li> <li>• Extra processing time for testing, assignments and lectures</li> </ul>

Table 3 shows the facilitators manifested based on their relationships with the faculty as well as the available ESL programs in school that help them achieve academic success.

**Community.** For the community component, the roles of the family, friends, and work colleagues were explored in the academic success of the Hispanic or Latino ESL nursing students. Also, the norms and values in school were investigated to determine the facilitators of academic success. These two aspects were recognized as the broad themes for this component.

Three subthemes were identified for this broad theme, namely, family, friends, and work. These three factors were shown to be contributors to the achievement of the Hispanic or Latino ESL nursing students through ways mentioned in the categories under subthemes.

**Supportive Family.** Most respondents expressed that their families offered support by helping them with their academics. S1 mentioned this in her interview as one of the contributions of her family to her academic success.

“So, I have my parents nearby. I have also my sister who is also a nurse, so I actually have a lot of support at home.”

Emotional support from family members is a common facilitator among the Hispanic or Latino ESL nursing students. They mentioned their family’s willingness to listen to their struggles and giving them encouragement has helped them achieve academic success. These small gestures of support have boosted their confidence and have led them to push for academic achievement. S4 expressed this in her account.

“Just being really supportive and listening to me when I need to talk about my day. If I had a bad day or anything like that.”

Another facilitator of academic success identified for some of the Hispanic, or Latino ESL nursing students was the inspiration given to them by their families to succeed. These students shared their families’ struggles as immigrants and how these challenges have inspired them to pursue a better life through a college education. S2 expressed that his family inspired him to succeed that they may be proud of him as the first member of their family to have a college degree.

“I think the first people that come to my mind will be my parents...”

Some of the Hispanic or Latino ESL nursing students shared their struggles in making their families understand the difficulties of being ESL nursing students. In S6’s interviews, she indicated that one facilitator of academic success that is related to the family relationship is open communication with them. If Hispanic or Latino ESL nursing students communicate with their families about their struggles in academics and language, their families may be more educated about the nature of their careers. With

this, families will be more understanding and supportive and, consequently, have a positive effect on the ESL nursing student's academic success.

“Tell the family to understand. Maybe show them the amount of work and show them the textbook and maybe show them a little bit of a paragraph of a text and see how difficult it is for us to be able to understand it.”

For Hispanic or Latino ESL nursing students who have families to look after, one way by which their families have facilitated their success was by helping with household work. It was observed in the accounts of some participants that balancing their tasks in school and their responsibilities at home are quite challenging. However, having a support system which takes on some of the household responsibilities is greatly beneficial for the Hispanic or Latino ESL nursing students. S7 shared her experiences where her family has greatly helped her by looking after and taking care of her kids.

“I have my husband and my two kids, and then I have my two brothers here, and I have my friend who is the retired nurse. Well they're a big help...”

***Supportive Friends.*** Based on the accounts of the Hispanic or Latino ESL nursing students, it was observed that friends provide emotional support to them. The encouragement that they get from their peers drives them to succeed in their respective nursing programs. S5 mentioned that her friends, who also have nursing experiences, would give her great emotional support by listening to her and understanding her situation. This support system is a facilitator to her academic success.

“...I know they're always there without being a pest or just complaining. I feel like they actually listen and know what we're all going through right now.”

***Supportive Employer and Colleagues.*** Focusing on the work environment, one facilitator of academic success for the Hispanic or Latino ESL nursing students had a job that allowed flexible workdays and hours. According to them, it is beneficial if they have employers who understand the situation and workload of ESL nursing students. Flexible work days and work hours would help them juggle their responsibilities in school and work. S1 mentioned this in her interview.

“I do work part-time, and my job is pretty flexible. I try to plan ahead. “

S4 expressed having an employer who promotes her academic success by helping her with college applications. Other than the encouragement this gesture manifested, it also helped the Hispanic or Latino ESL nursing student, who is struggling with the language, complete her college applications, which is a big step in her academic achievement.

“I actually go work with my boss only and she is very understanding because she helps. She actually helped me, too, with my college applications and all of that.”

Some of the Hispanic or Latino ESL nursing students stated that they get moral support and encouragement from their colleagues at work. The words of encouragement that they give boosted their confidence and helped in their nursing journey. S7 cited this in her interview.

“My colleagues, at my job, they're nurses also, so they are always encouraging me to keep going.”

***Positive Norms and Values.*** Under the broad theme of norms and values in school that help ESL students, two subthemes were detected. One refers to the school's strong faculty and peer support system, while the other subtheme pertains to the school's useful resources and facilities. In general, these two aspects provide the Hispanic or Latino ESL nursing students great help in achieving their academic goals.

One of the norms and values in a school identified to be a facilitator to academic success is the faculty's understanding of the struggles and challenges of Hispanic or Latino ESL nursing students. The respect, support, and understanding shown to them have been helpful to them, as expressed by S5.

“We also have other obligations outside of school, and they try to be understanding. “

For some Hispanic or Latino ESL nursing students, the diversity in school is advantageous for them because they are surrounded by peers who share the same struggles and sentiments as them. With this diversity, they are assured that they are not alone in their plights as ESL students. This gives them a sense of community in school, which encourages them to succeed in their nursing programs. This was shared by S6 in her interview.

“I feel like my school's very diverse, and we're able to help one another out. I really appreciate that. Just having that sense of community in the school.

Another value in school that helps the Hispanic or Latino ESL nursing students is respect for one another. S4 explicitly mentioned that the respect shared among faculty and peers alike have been helpful to her academic achievement.

“I think we definitely have a value of respect for each other. I think it has helped me. I can't think of anything that's affecting me in a negative way.”

Another school's norm and values that were identified as a contributor to academic success by the Hispanic or Latino ESL nursing students is the availability of learning centers in school. These learning centers, which provide and monitor the students' tutorial sessions, have been helpful in improving their academics. This was expressed by S1 in her account.

“I use the resources at school. We have a learning center as well...”

Financial health is one of the main concerns of Hispanic or Latino ESL nursing students. It is for this reason why the Hispanic or Latino ESL nursing students find the opportunities and information on financial and general assistance programs shared by the school as a facilitator in their academic success. The knowledge of these programs opens the Hispanic or Latino ESL nursing students to opportunities that can lessen their financial burdens and improve their state of well-being. One of the programs supported by the school was cited by S1.

“They also have people that will come in and talk to us about the resources that they have. There's a program called Spark. Spark tells you how to manage your finances. They also provide a pantry or something where you can get free food.”

Another facilitator of academic success identified by the Hispanic or Latino ESL nursing students is the school's acknowledgment of cultural diversity in their community. With this, the school promotes various programs that cater to the specific needs of the ESL students. All students, regardless of background, are given access to these support programs and opportunities. This valuable resource in school was cited by S2.

“...and so, I think that this particular school are open to diverse community. We have these different particular programs for different people”.

Lastly, according to the Hispanic or Latino ESL nursing students, the school environment itself is a facilitator to their academic success. The facilities on campus, as well as the support programs available, make the school's environment conducive for learning. S3 stated he becomes more productive when he is in school because of the learning environment the school fosters.

“Yeah, so I like just being in the school environment, this is a good campus in my school, that's why I stay in campus for so long... “



Table 4

*Summary of the Themes Under the Community Component*

Component	Themes	Subthemes
Community	Family support	<ul style="list-style-type: none"> <li>• Helps with academics</li> <li>• Provides emotional support</li> <li>• Provides inspiration to succeed</li> <li>• Open communication with family</li> <li>• Help with household work</li> </ul>
	Support from friends and workplace	<ul style="list-style-type: none"> <li>• Provides emotional support</li> <li>• Support fellow ESL students</li> <li>• Flexible with work days and hours</li> <li>• Supportive employer</li> <li>• Provides encouragement</li> </ul>
	Strong faculty and staff support system	<ul style="list-style-type: none"> <li>• Understand student's obligations other than school</li> <li>• Respect for each other</li> </ul>
	Provision of useful school resources	<ul style="list-style-type: none"> <li>• Availability of learning centers</li> <li>• Provides opportunities and information on assistance programs</li> <li>• Promotes programs that acknowledge cultural diversity</li> <li>• Fosters a positive learning environment</li> </ul>

Table 4 shows the effect of the vital components of the community, such as family, friends, and work, to the academic success of the participants. It also shows

useful learning resources that promote academic achievement among ESL Hispanic ESL nursing students.

**Society.** Another aspect explored in this study is the cultural values that help the Hispanic or Latino ESL nursing students achieve their academic goals. This is the broad theme identified by the Hispanic or Latino ESL nursing students for the society component.

**Cultural Values.** One subtheme was identified for the cultural values that help ESL students; that is, the work ethics that can help them succeed in nursing. These cultural values push them to complete their nursing programs and, consequently, become nurses who provide excellent quality of patient care. As a culture, the Hispanic or Latino ESL nursing students mentioned that they are hardworking and determined people. This cultural value facilitates their academic success because they understand that success requires hard work and willpower. This helps them set their goals in life and persist through the challenges encountered while attaining these goals.

Some of the Hispanic or Latino ESL nursing students mentioned that their desire to help their community has greatly influenced them to achieve academic success and pursue a profession that looks after people. This value of helpfulness to others also brings the Hispanic or Latino ESL nursing students a feeling that they have chosen the right profession to be a part of. S7 emphasized this cultural value in her interview.

“I was raised in Mexico, so my culture values are really just help others.

That's my main thing. I grew up in a community where everybody helped each other out.”

Another cultural value that facilitates the academic success of Hispanic or Latino ESL nursing students is their respect for people. This cultural trait allows the Hispanic or Latino ESL nursing students to empathize and understand their patients, regardless of age and race. Such an attitude makes them perform their duties as nurses exceptionally. S1 also mentioned that the Latino community puts the utmost importance in respecting their elders. This cultural value of caring for the elderly drives them to ensure that proper and excellent patient care is extended to them.

“I would say just respect, in general. Like in our Latino community, like we're very big on respecting our elders and caring for them.”

Acceptance and love for one's self were also identified as cultural values that can help facilitate not only the academic success but as well as the professional success of the Hispanic or Latino ESL nursing students. S3 mentioned that love and acceptance of one's self consequently leads to loving and accepting others as well. This results in being able to provide good patient care.

“I just love and acceptance within myself. And then if I can do that for myself, I can do that with other people. “

Lastly, as a Hispanic or Latino community, they have a strong faith in a Higher Being. This cultural value gives them hope and strength in surpassing their challenges and achieving their academic goals. This is cited in the account of S3 as well.

“The other thing is just faith, whether it's religion, the universe, whatever you define it as in yourself just have faith and you can do it.”

Table 5

*Summary of Themes Under the Society Component*

Component	Theme	Subthemes
Society	Cultural values and work ethics	<ul style="list-style-type: none"> <li>• Hardworking and determined</li> <li>• Helpful to others</li> <li>• Respect for people</li> <li>• Acceptance and love for one's self</li> <li>• Faith</li> </ul>

Table 5 shows the various cultural values that serve as facilitators for academic success based on the accounts of the Hispanic ESL nursing students.

**Supranational.** On the supranational component, the students were asked for suggestions on government and global policies that would support ESL students. One broad theme was identified, and that is, the national and global programs that support the academic success of Hispanic or Latino ESL nursing students.

**National and Global Programs.** While the majority of the Hispanic or Latino ESL nursing students are not aware of programs and policies on the national and global level that can help them as ESL nursing students, they have made suggestions regarding policies that can improve their chances of academic success. One suggestion cited was related to promoting awareness about ESL support programs. The Hispanic or Latino ESL nursing students stated that if more people are made aware of the ESL programs, more ESL people who are capable of providing better patient care will be in the nursing

field. It was suggested by the Hispanic or Latino ESL nursing students that awareness is necessary so that more ESL students can become nurses and be aware of what they can offer to the nursing field. For instance, making others aware of the ESL programs will encourage more students who have second languages to attend school and become nurses who will be able to communicate better with other patients due to their knowledge of a native language. S1 suggested in her interview that ESL learning programs should be given more exposure so that more students who wish to have a brighter future can be made aware of such an opportunity.

“I would suggest that they should open it up to like more ESL learning students because it's part of the American dream, too. “

These avenues for government and global awareness will also educate family and friends of Hispanic or Latino ESL nursing students and help them understand the struggles they have to go through in nursing school. S5 said that if other people, including their families and friends, are made aware of what it's like to be in nursing school, they would be more supportive of their academic goals.

One of the suggestions made by the Hispanic or Latino ESL nursing students is to give ESL students more time for learning and testing. While this has already been mentioned in other components, some Hispanic or Latino ESL nursing students suggested that this be made as a national or global policy. As a last strategy recognized, the Hispanic or Latino ESL nursing students believe that the government and global programs should provide grants and scholarships specific for ESL nursing students. These financial aids help them resolve their issues with student loans. S1 indicated that

money is a huge hindrance in achieving academic success but if there are scholarships specific to ESL students, then this would be greatly beneficial for them.

“We do have a lot of scholarships as well. I'm not sure if there's any specific ESL scholarships, but I feel like there would be. “

Table 6

Summary of the Themes Under the Supranational Component

Component	Themes	Subthemes
Supranational	Positive avenue for awareness about ESL	<ul style="list-style-type: none"> <li>• Promote awareness about ESL to encourage others to join the nursing profession</li> <li>• Promote family awareness about the nursing program</li> </ul>
	Provision of academic support	<ul style="list-style-type: none"> <li>• Give ESL students more time for learning and testing</li> <li>• Provide grants and scholarships specific for ESL nursing students that will help financial issues among ESL nursing students</li> </ul>

Table 6 shows a summary of the national and global programs that facilitates Asian ESL nursing students' academic success.

## **Discussion**

### **Interpretation**

This study explored the various facilitators to academic success of Hispanic or Latino ESL nursing students. The themes obtained from the interviews of Hispanic or Latino ESL were categorized based on the different components of the Social Ecologic Model which provided a framework in exploring the facilitators and barriers to the academic success of culturally-diverse nursing students (see Clary-Muronda, 2015). The findings of this study suggest that there are several factors that can help Hispanic or Latino ESL nursing students achieve success.

First, it can be concluded that faculty members, classmates, and staff can greatly contribute to their success. Having these support groups, who provide not only academic but also emotional support to them, can help the Hispanic or Latino ESL nursing students succeed. These findings concur with Cummins model (Cummins, 1983) that could provide a framework for faculty to develop teaching plan for Hispanic or Latino ESL nursing students according to their learning level and learning needs.

Second, it was noted from the interview that having a supportive learning environment in school and in clinical sites could promote the academic success of Hispanic or Latino ESL nursing students. It agreed with the finding of Stroup (2015), that some of the facilitators to the clinical learning of Hispanic or Latino ESL nursing students are mentoring, shadowing a nurse at work, and volunteering. It enriched the students' perspective and allow them to grow by gaining positive experiences.

Third, is the provision of resources such as learning centers and writing centers for the ESL students. Based on the findings, having ample time to process information during lectures and tests is also a facilitator to their success. Essentially, a deeper recognition of the limitations and needs of the Hispanic or Latino ESL nursing students will be beneficial to them. These findings differ with the recommendation of Robbins and Hoke (2013) which emphasized on the importance of transparent curriculum. These authors highlighted the significance of positive interactions between the academic program and the students. However, similar to the finding of my study, Robbins and Hoke confirmed the importance of adequate learning resources for the Hispanic or Latino successful completion of the nursing program.

Fourth, families, friends, and work colleagues play vital roles in the success of the Hispanic or Latino ESL nursing students. The academic, emotional, and financial support extended to them by these support groups encourage them to finish school and pursue their nursing profession. Similarly, Rauscher (2017) found out the significant effect of family support in the academic success of Hispanic or Latino ESL nursing students. The close family ties and sacrifices of their families inspired the respondents to continue to persist in spite of the many adversaries and challenges.

The Hispanic or Latino ESL nursing students also mentioned that a school environment that promotes faculty and staff support and provides useful resources brings a positive contribution to their academic success. Fourth, the work ethics of the Hispanic or Latino ESL nursing students that are rooted in their cultural values also facilitates their academic achievement. As people, they are considered hardworking, determined, helpful,



and respectful to others. These traits are essential qualities of an excellent nurse; hence, these cultural values drive them to have successful nursing careers. Lastly, the Hispanic or Latino ESL nursing students recognized that awareness and academic support on national and global levels would help them tremendously. This is in the form of information dissemination of ESL programs as well as scholarships and aids for their financial health. In connection with these findings, Nevarez, Castaneda, Rodriguez, and Reynoso (2019) recommended a formulation of government policy and resource program that could improve the Hispanic or Latino educational and health workforce system such as priority admissions for students with cultural and linguistic competency, financial and loan support programs, and cultural and linguistic diversity in recruitment, hiring, and promotions.

### **Limitations**

The findings of this study are limited to the lived experiences of the Hispanic or Latino ESL nursing students. Additionally, there are few other limitations to this study. The first limitation is the lack of representation in race and gender for the Hispanic or Latino ESL nursing students. As shown in the demographics, only one respondent is male, and the majority are Mexicans. While the experiences of the female and Mexican respondents may not be any different from the males and other races who were not interviewed, it would be interesting to have more insights from these demographic groups. However, it is noted that this limitation does not invalidate the results of this study. Another limitation of the study is that the interviewer is not fluent in the Spanish language, which is the common, native language among Hispanic or Latino ESL nursing

students. This may have hindered the Hispanic or Latino ESL nursing students in expressing their thoughts and insights more freely.

### **Implications**

This study was able to determine various facilitators to the academic success of Hispanic or Latino ESL nursing students. With the information on the different factors that promote the academic success of Hispanic or Latino ESL nursing students, the focus can be given by administrators of the nursing discipline on improving the said contributors. In this manner, success is assured for Hispanic or Latino ESL nursing students resulting in more Hispanic or Latino ESL nurses in the nursing practice. One of the facilitators observed is having supportive teachers, classmates, and staff members. The academic and emotional support extended by these support groups enables the Hispanic or Latino ESL nursing students to overcome the challenges and struggles they experience and, consequently, to finish their respective nursing programs and become nurses.

Second, the Hispanic or Latino ESL nursing students have learned to cope with their academic struggles as ESL nursing students through mechanisms such as extensive reading, research, and collaboration with others. For their language barrier, they have likewise developed techniques to cope, such as breaking down of words, tabulating unfamiliar words, and translating the sentences to their native language. These strategies can be fully supported by the school's organization and community through funding tutoring centers, writing laboratories, and other resources that can fully hone the Hispanic or Latino ESL nursing students' potential to succeed.

Third, families, friends, and work colleagues were determined as facilitators to the Hispanic or Latino ESL nursing students' academic success. With the great impact of these support systems, it is recommended that they are made aware and educated of the struggles encountered by the Hispanic or Latino ESL nursing students. With this, they will be able to show a deeper understanding of their plights as ESL nursing students and provide better moral support. This need for education and awareness of these support groups is made evident in this study. This further justifies the need to create policies that promote this awareness and education to national and global levels.

Lastly, cultural values were also noted as one of the major facilitators to their academic and professional success, as these traits demonstrate their capability to care for others, particularly in the clinical setting.

### **Recommendations**

Based on the limitations of this study, it is recommended that future researches on the facilitators to academic success of Hispanic or Latino ESL nursing students include more male respondents as well as other Hispanic or Latino races to have better representation in the sample generated. Furthermore, it is ideal that the interviews are conducted by a researcher who is knowledgeable in speaking the Spanish language. It may derive more insights from the participants.

### **Conclusion**

The goal of this study is to gain insights into the perceptions of Hispanic or Latino ESL nursing students who are enrolled in an associate degree nursing program in the Western region of the United States. The current health disparities among the Hispanic or

Latino population could be reduced by increasing the numbers of Hispanic or Latino professionals in the healthcare workforce (Rauscher, 2017). Understanding the facilitators to the academic success of Hispanic or Latino nursing students could increase the retention and graduation rate among Hispanic or Latino ESL nursing students. Strategies that facilitate their academic success and suggestions learned from the participants in this study could help improve retention and academic success among Hispanic or Latino ESL nursing students.

The perceptions of the participants were obtained by facilitating either face-to-face or telephone/video interview. The subjects were able to share their unique experiences, which help the investigator to understand the various facilitators to the academic success of Hispanic or Latino nursing students. Their experiences demonstrated their struggles and how they overcome these challenges. Some of the experiences and suggestions that have created a positive impact and promote academic success are; guidance and support of faculty and the college in navigating resources specifics to ESL nursing students, adequate faculty that could provide tutoring and mentoring specifics to needs of ESL students. These participants have also suggested mandatory training of both faculty and non-ESL nursing students regarding cultural sensitivity and competency to further understand cultural diversity and provide respect for various cultural practices and values among Hispanic or Latino ESL nursing students. The cultural sensitivity among staff and faculty may also promote a sense of belonging among ESL students that could help them persist in the nursing program.

Also, this study could serve as foundational for future research related to

facilitators to the academic success of Hispanic or Latino ESL nursing students. The results of this study could contribute to nursing education and could promote positive social change by identifying the different factors that facilitate the academic success of Hispanic or Latino ESL nursing students.

Further research is recommended to explore and develop the training of faculty in providing a lecture utilizing culturally competent and culturally-sensitive teaching styles. Furthermore, additional research must be done focusing on the barriers and facilitators affecting ESL nursing students of other ethnic groups to further promote balance, equity, and diversity in the nursing profession.

## References

- American Association of Colleges of Nursing (2019). *Enhancing Diversity in the Nursing Workforce*. Retrieved from <https://www.aacnnursing.org/Portals/42/News/Factsheets/Enhancing-Diversity-Factsheet.pdf>
- Blash, L. & Spetz, J. (2018). *California Board of Registered Nursing 2016-2017 Annual School Report*. Retrieved from <https://www.rn.ca.gov/pdfs/education/schoolrpt16-17.pdf>
- Clary-Muronda, V. (2015). The culturally diverse nursing student: A review of the literature. *Journal of Transcultural Nursing*, 27(4), 1-13. doi 10.1177/1043659615595867.
- Condon, V.M., Morgan, C.J., Miller, E.W., Mamier, I., Zimmerman, G.J., & Mazar, W. (2013). Program to enhance recruitment and retention of disadvantaged and ethnically diverse 63 Baccalaureate nursing students. *Journal of Transcultural Nursing*. 24(4) 3976–407.
- Colorafi, K. J., & Evans, B. (2016). Qualitative Descriptive Methods in Health Science Research. *HERD: Health Environments Research & Design Journal*, 9(4), 16–25. <https://doi.org/10.1177/1937586715614171>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches (4<sup>th</sup> ed.)*. Thousand Oaks, CA: Sage Publications, Inc.
- Daidsen, A.S. (2013) Phenomenological Approaches in Psychology and Health Sciences, *Qualitative Research in Psychology*, 10(3), 318-

339. doi:10.1080/14780887.2011.608466

Finlay, L. (2003). Through the looking glass: intersubjectivity and hermeneutic reflection', in L Finlay & B Gough (eds.), *Reflexivity: a practical guide for researchers in health and social sciences*, Blackwell, Oxford, England, pp. 105–19.

Finlay, L. (2014). Engaging phenomenological analysis. *Qualitative Research in Psychology*, 11(2), 121-141. doi:10.1080/14780887.2013.807899

Hennink, M. M. (2013). *Focus group discussions: focus group discussions*. Retrieved from <https://ebookcentral.proquest.com>

Humes, K.R., Jones, N.A., & Ramirez, R.R. (2011). Overview of Race and Hispanic Origin: 2010. Retrieved June 17, 2019, from <https://www.census.gov/library/publications/2011/dec/c2010br-02.html>

Journal of Transcultural Nursing (n.d.). *Aims and scope*. Retrieved from <https://journals.sagepub.com/aims-scope/TCN>.

Kok, G., Gottlieb, N., Commers, M., & Smerecnik, C. (2008). The ecological approach in health promotion programs: A decade later. *Qualitative Research*, 22, 437-443.

Mbulu, P. J. (2015). Retention in nursing programs: Factors contributing to the success of ESL students. Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1589&context=disse>rtations

Moceri, J.T. (2010). Being Cabezona: Success strategies of Hispanic nursing students. *Journal of Nursing Education Scholarship*, 7 (1), Art. 25.

- Montez-Ochoa, V. (2015). *The Twenty-Four Three Study Plan: Increasing Hispanic and Latino Student Nurse Success*. All Regis University Theses. Paper 729. Retrieved from <https://pdfs.semanticscholar.org/24e0/e9d2b9464e4243efbb053b225e12535a2a25.pdf>
- National League for Nursing. (2016). Achieving diversity and meaningful inclusion in nursing education [NLN Vision Series]. Retrieved from [www.nln.org/newsroom/nln-position-documents/nln-living-documents](http://www.nln.org/newsroom/nln-position-documents/nln-living-documents)
- Nevárez, C. R., Castañeda, X., Rodriguez, M. A., & Reynoso, J. (2019). Policy Solutions Are Needed for a Strong Latino Immigrant Workforce. *American Journal of Public Health, 109*(7), 995–997. <https://doi.org/10.2105/AJPH.2019.305029>
- Ninan, B. (2015). Success experiences of Hispanic nursing students who persisted and graduated after academic failure. Retrieved from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=2418&context=dissertations>
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing, 18*(2), 34–35. <https://doi.org/10.1136/eb-2015-102054>
- Nordquist, R. (2018). English As an Additional Language (EAL). Retrieved from <https://www.thoughtco.com/english-as-an-additional-language-eal-1690600>
- Olaco, J. (1996). Mini-Dictionary for ESL Teachers. Retrieved from <https://eric.ed.gov/?id=ED410744>



- Oxford Learner's Dictionaries (2019). Definition of EAL abbreviation. Retrieved from <https://www.oxfordlearnersdictionaries.com/us/definition/english/eal>
- Patton, M.Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4<sup>th</sup> ed.). Thousand Oaks, CA: SAGE.
- Predictive Analysis Today. (2018). *NVivo*. Retrieved from <https://www.predictiveanalyticstoday.com/nvivo/>
- Rauscher, B. M. (2017). *The Perceptions of Success of Latino Nursing School Graduates in the Appalachian region of the United States* (Doctoral dissertation). Paper 3206, 1-107. Retrieved from <https://dc.etsu.edu/etd/3206>
- Richard, L., Potvin, L., Kishchuk, N., Prlic, H., & Green, L. W. (1996). Assessment of the Integration of the Ecological Approach in Health Promotion Programs. *American Journal of Health Promotion*, 10(4), 318–328. <https://doi.org/10.4278/0890-1171-10.4.318>
- Robbins, L. K. & Hoke, M. M. (2013). RN-To-BSN Culture of Success Model: Promoting Student Achievement at a Hispanic-Serving Institution. *Journal of Professional Nursing*, 29(1), 21–29. <https://doi-org.ezp.waldenulibrary.org/10.1016/j.profnurs.2012.04.005>
- Sanchez, J., & Frank, Z. (2017). Strategies to Increase Enrollment of Hispanic Students in Allied Health and Nursing Programs. *Journal of Business Diversity*, 17(2), 82-89.
- Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed). Thousand Oaks, CA: SAGE.

- Shenton, A. K. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22(2), 63-75.  
<https://doi.org/10.3233/EFI-2004-22201>
- Smiley, R., Lauer, P., Bienemy, C., Berg, J., Shireman, E., Reneau, K., Alexander, M. (2019). The 2017 National Nursing Workforce Survey. *Journal of Nursing Regulation*, 9 (3), S1- S87.
- Stroup, L. M., & Kuk, L. (2015). Nursing as a Career Choice by Hispanic/Latino College Students: A Multi-Institutional Study. *Journal of Nursing Education*, 54(9), S83–S88. doi:10.3928/01484834-20150814-15
- Ungvarsky, J. (2017). Snowball sampling. *Salem Press Encyclopedia*. Retrieved from <https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=125600316&site=eds-live&scope=site>
- Walden University, Center for Research Quality (2019). *Research ethics & compliance: Documents and FAQs*. Retrieved from <https://academicguides.waldenu.edu/researchcenter/orec/documents>
- York, T., Gibson III, C., & Rankin, S. (2015). Defining and Measuring Academic Success. *Practice Assessment, Research & Evaluation*, 1-20.

### Part 3: Summary

In Manuscript 1, I explored the barriers to the academic success of Asian and Hispanic or Latino nursing students, while in Manuscripts 2 and 3, I explored the facilitators to the academic success of Asian ESL nursing students and Hispanic or Latino ESL nursing students, respectively. In these three studies, I focused on the perceptions and experiences of the participants regarding their barriers and facilitators in achieving academic success while completing an Associate Degree in Nursing program. The modified social-ecological model adapted from Kok et al. (2008) provided the overarching framework of the various factors that facilitate or hinder the academic success of Asian and Hispanic or Latino ESL nursing students. The perceptions of these two ethnic groups were explored based on the SEMs component levels, namely individual, interpersonal, organizational, community, society, and supranational levels (Kok et al., 2008).

### **Integration of the Studies**

#### **Barriers to the Academic Success**

One of the significant barriers experienced by both groups on the individual level is the inability of some faculty members to impart support and valuable knowledge and experience either because of the lack of experience or lack of time. However, on the interpersonal component of the SEM, participants of both ethnic groups felt that some of their classmates did not foster a good learning environment. Language and cultural barriers are common barriers to both of these groups. They both struggled in achieving academic success due to challenges brought by the poor language of testing, time

management, and challenges in personal life. These findings support the recommendations of Olson (2012) to enhance language development by supporting the students with their use of English language, vocabulary, and grammar while Donnell (2015) suggested early identification of students at risk for attrition due to poor reading comprehension.

Additionally, according to Barhoum (2018), some of the traditional methods being used to support community college students, such as placement tests, need to be phased out because they are ineffective, especially for culturally diverse students. The multiple-measures approach is a better predictor for students' success (Scott-Clayton, 2012). The multiple-measures approach is preferred because it provides students with two or more criteria for assessment, and therefore it offers more opportunities for students to pass the assessment.

Findings from my research showed that, on the organizational level, issues such as lack of awareness and interest in the available ESL support programs in school were the main cause of not using available support programs for ESL Asian and Hispanic or Latino nursing students. Although some participants are interested in using these resources, they found them either not applicable or not useful for their learning needs. For example, there may be an available learning center for assistance with writing and research, but there are no available staff who could speak their language. Both study groups suggested the availability of adequate staff who could speak their language or a device that could either assist or serve as interpreter. Family issues such as lack of time and ability to handle both studies and family responsibility hindered most participants at

the community level. Both ethnic groups in the studies expressed cultural challenges brought by the family tradition they grew up with and environment-driven cultural barriers such as staff, faculty, or classmates who are not culturally sensitive to the feelings and needs of ESL nursing students. Regarding the supranational component level, most of the participants in both groups were not aware of the available resources or policies and legislation that have been established by the government for ESL students in general, either local, national, or global. The overall emergent themes are summarized based on SEM theoretical components.

### **Facilitators to Academic Success**

On the individual level, both Asian and Hispanic or Latino ESL nursing students have expressed the significant value of a supportive learning environment from faculty and classmates. It is essential for them to have faculty support related to language, personal and emotional support, and the teachers' nurturing of the learners' academic potential. On the interpersonal aspect, the collaboration, group study, and emotional support of their classmates have been a valuable source of strength and inspiration to persist in the program for both of these ethnic groups. While on the organization level, the Asian ESL nursing students have emphasized how innovative learning technologies such as computers, iPad, simulations, YouTube, videos, electronic book and access/utilization to many other online learning resources have built their positive ideas, developed their critical thinking, and prepared them to become a safe and effective nurse of the future. These findings agreed with the finding of Rogan and San Miguel (2013) that the use of podcasts, vodcasts, and other current technologies is an effective means of

supporting the learning needs of ESL nursing students. Both of these ethnic groups perceived that a supportive learning environment made by the faculty, students, staff, and the school who make up the organization is invaluable towards their achievement of academic success.

For the component level community, their families have been their source of strength. According to Kok, Gottlieb, Commers, & Smerecnik (2008), family and friends are part of the environment we associate and live around us. Based on the findings of my study, both families of Asian and Hispanic or Latino ESL nursing students have inspired them to move on in spite of failures at times and cheered with them during the triumphant times when they pass the examinations or obtained other academic achievements in school. Also, most of these students for both groups are working part-time while completing the nursing program, and their colleagues at work have tremendously supported them academically and emotionally. While the Asian group emphasized the positive influence of moral standards and school norms, Hispanic or Latino ESL nursing students acknowledged the importance of useful school recourses such as learning centers for writing and research support.

For the society component level, their cultural value on work ethics has significantly helped both groups in achieving academic success. Lastly, for supranational level, national and local programs have provided a positive avenue for useful resources and academic support; however, it would be more helpful and effective if there will be adequate dissemination of information related to these resources. The nursing institution needs to facilitate guidelines and protocols to ensure that all ESL students, faculty, and

staff are made aware of these support services and learning resources available for ESL nursing students. For future study, I am recommending an investigation of the perception of the faculty teaching ESL nursing students and investigate the effectiveness of the Cummins Model as a teaching foundation for ESL nursing students. Also, based on the limitations of this study, it is recommended that future researches on the facilitators to the academic success of Asian and Hispanic or Latino ESL nursing students include more male respondents and inclusion of other ethnic groups for better representation in the sample generated.

### **Summary of Lessons Learned**

Based on my experience during the interview of the respondents, I realized that by simply talking to them and allowing them to verbalize their feelings provide an enormous help by allowing respondents to share their personal experiences regarding their success and failures, frustrations and disappointments, as well as their joy and loneliness. It allowed them to vent out their mixed emotions, either positive or negative, without inhibition yet free of ramification or retaliation. This process allows them to feel better about themselves, they felt a sigh of relief and realization of all the hardships they went through and how strong and flexible they were in succeeding those challenges. All the respondents expressed gratitude in providing them the opportunity to talk because as they talk about their experiences, what helped them and did not help them, but more importantly, what they need to overcome their challenges.

Also, I learned that the true essence of the faculty support does not have to be big in the form of expensive projects or huge program, neither need a drastic change of

curriculum to make a difference. Rather by simply providing ESL students a consistent time to talk to them weekly, either one-on-one or by group, to listen and merely hear what they have to say. It would allow the faculty to reach out and truly understand what the ESL students truly need.

I also learned that it's not about the number of resources and services that matter, but it's the effectiveness and suitability as well as the quality of these resources. Students' awareness of these resources should be the utmost priority to encourage interest and provide knowledge regarding the effective utilization of these available resources.

The need for family support is not new among ESL nursing students. The family support is extremely important on the academic success of each individual ESL nursing students. However, what I learned in this study is how to effectively and consistently maintain family support for ESL nursing students. I learned from the participants that if the institution mandates the inclusion of family on the students' orientation, they will be more aware of the schedule, requirements, and hardships that these individual ESL students will go through. In this process, the family will not just be a lookout; instead, they will be part of the ESL students' journey to achieving academic success that would allow the other members of the family to actively assist the students knowing what areas they could be of help with.

Also, based on the findings of this study, I learned the tremendous impact of cultural awareness of the faculty on the academic success of the ESL nursing students. Thus, it is essential for all faculty teaching a class with ESL students to undergo a



mandatory diversity and inclusion training/workshops every semester to enhance the educators' cultural competence and sensitivity.

Lastly, one of my biggest challenges as ESL myself, is rephrasing paragraphs and writing these data and information not only by using correct grammar but also to speak and write these important facts and data in a scholarly voice. I learned that when I write my ideas and thoughts without being too cautious about the right grammar or vocabulary, and do corrections later in the end, it allowed my thoughts, knowledge, and ideas to sink in and flow naturally and continuously. It also helped me to be transparent in writing the respondents' experiences and their meaning.

### **Conclusion**

Although I noted some differences in the experiences of both groups, most of their perceptions are alike in many ways under various components of the SEM. It can be concluded then that both Asian and Hispanic or Latino ESL nursing students are going through similar barriers, likewise with their perceived facilitators. Both groups in dire need of the school's academic, emotional, and financial support. Also, it has been noted that both groups are lacking interests and awareness regarding valuable academic resources readily available to utilize, such as mentorship, tutorial, and other learning support in the school. Likewise, most of the students of these groups are not knowledgeable or aware of ESL programs that could help them to achieve academic success. Thus, the result of this study could help bring to the attention of school administrators that it's not enough that the resources are available but, more importantly, is the active dissemination of the information regarding how and where to avail these

resources. The applicability of the resources should also be assessed and get evaluated if appropriate to the needs of the ESL students. Also, it has been found in this study that the language barrier and cultural incompetency and insensitivity of the faculty, staff, and other native English speaker students are one of the major barriers to the academic success of Asian ESL and Hispanic or Latino nursing students. Therefore, mandatory training should be implemented campus-wide by the school management to promote understanding and acceptance of the ESL nursing students. Also, it will enhance the teaching style of the faculty to work around students of diverse cultures. Lastly, the findings of this study could help the lawmakers and stakeholders aware that when an application for school support is provided, and it entails requirements and approval such as grants and scholarship, there should be opportunities specific for ESL students. Otherwise, native-English speaking students will be one step ahead of ESL applicants because of the latter's language barrier; that is, difficulty in constructing essays, ideas, and fluency in English.

## References

- Barhoum, S. (2018). Increasing Student Success: Structural Recommendations for Community Colleges. *Journal of Developmental Education*, 41 (3), 18.
- Donnell, W. M. (2015). A Correlational Study of a Reading Comprehension Program and Attrition Rates of ES L Nursing Students in Texas. *Nursing Education Perspectives (National League for Nursing)*, 36(1), 16–21. <https://doi-org.ezp.waldenulibrary.org/10.5480/13-1212>
- Kok, G., Gottlieb, N., Commers, M., & Smerecnik, C. (2008). The ecological approach in health promotion programs: A decade later. *Qualitative Research*, 22, 437-443.
- Olson, M. A. (2012). English-as-a-Second Language (ESL) nursing student success: a critical review of the literature. *Journal of Cultural Diversity*, 19(1), 26–32.
- Rogan, F., & San Miguel, C. (2013). Improving clinical communication of students with English as a second language (ESL) using online technology: A small scale evaluation study. *Nurse Education in Practice*, 13(5), 400–406. <https://doi-org.ezp.waldenulibrary.org/10.1016/j.nepr.2012.12.003>
- Scott-Clayton, J. E. (2012). Do high-stakes placement exams predict college success? New York, NY: Columbia University, Community College Research Center.

## Appendix A: Recruitment Flyer

### **Perceptions of Academic Success of English as a Second Language Nursing Students**

Researcher: Jean Lansang, M.A.N., P.H.N., R.N.

Jean Lansang, a doctorate student from Walden University, is recruiting participants for a research study about the factors affecting nursing program completion of ESL nursing students. This study may help us to better understand the facilitators and barriers to the academic success of ESL Asian and Hispanic or Latino nursing students.

You are eligible to participate in this study if you are:

1. Currently attending Associate Degree Nursing program of a public or private college in the Western Region of the U.S. (1<sup>st</sup> or 2<sup>nd</sup> year level).
2. Asian ESL nursing students may be foreign-born who self-identify as Asian (Asian Indian, Chinese, Filipino, Korean, Japanese, and Vietnamese or other, detailed Asian ethnic group).
3. Hispanic or Latino ESL nursing students may be foreign-born who self-identify as Hispanic or Latino (Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish origin regardless of race).
4. Asian and Hispanic or Latino nursing student who are either born in the U.S or foreign-born with English as your second language, and has the ability to understand, read, write, and speak English.
5. Participants may include any gender and must be 18 years old and over.

The interview will either be face-to-face, via skype, zoom or video conference. The setting for a face-to-face interview will be in a private conference room on the nursing

campus or public library. Your participation will last up to 30 minutes to 1 hour. As part of participating, prior interview, you will be asked to answer demographic questions and then answer interview questions. You will be paid for your participation in this research as follows: \$20 gift card for participating the study. If you participate, there is no anticipated direct personal benefit. However, your experiences may influence positive change by allowing other ESL nursing students to learn from your experiences which may help them achieve academic success. If you are interested in participating in this study, please contact Jean Lansang by email: [jean.lansang@waldenu.edu](mailto:jean.lansang@waldenu.edu) or by phone (phone retracted).

## Appendix B: Letter to Potential Participants

### Participant Recruitment Script

My name is Jean Lansang. I am a nursing doctoral student at Walden University. I am currently seeking Asian and Hispanic or Latino ESL nursing students from Associate Degree Nursing programs in the Western region of the United States. My dissertation research is a study of the perceptions of factors affecting completion of nursing school for minority students in the Western region of the United States. If you are interested, please contact me at [jean.lansang@waldenu.edu](mailto:jean.lansang@waldenu.edu) or call me at [telephone number redacted].

Thank you for your consideration.

Sincerely,

Jean Lansang, M.A.N., P.H.N., R.N.

Ph.D. Candidate, Walden University

### Appendix C: Demographic Questions

Responses to the demographic questions will be used to conduct a qualitative research study as part of a doctoral dissertation. All information will be kept confidential and is for the sole use of the researcher.

Please provide the following information:

1. I was born in: \_\_\_\_\_ (country)
2. If born outside of US, I immigrated to USA at age: \_\_\_\_\_
3. I speak the following language fluently: English\_\_\_\_ Spanish\_\_\_\_ Asian \_\_\_\_\_  
Other\_\_\_\_\_
4. The language primarily spoken in my home when I was growing up was:  
\_\_\_\_\_

## Appendix D: Interview Questions

### Individual

1. Tell me about your nursing program and how you came to attend nursing school?
  - 1.1 Tell me about your previous experience in nursing school before this program.
  - 1.2 Tell me about your experiences with teachers and other students or staff in this college?
2. What does it mean to you to be successful in nursing school?

### Interpersonal

3. Tell me about your relationship with your classmates and that affects or does not affect your academic achievements?
4. Describe what it is like for you to be an ESL nursing student.
  - 4.1 What are the challenges that you have experienced as an ESL nursing student?
  - 4.2 Tell me about your typical day when you are experiencing academic difficulty or academic achievement in school?
  - 4.3 What is the most challenging part of learning as a nursing student?
    - 4.3.1 What strategies have you used to overcome these challenges?

### Organizational

5. Tell me about your relationship with the faculty in your school.
  - 5.1 What are the available ESL support programs at your school that you have used or know about? If yes, please tell me about your experience with this support program.



5.2 What support or resources do you think would help you to be successful in the nursing program?

### **Community**

6. Tell me about the community around you (family, friends, work, colleagues).

6.1 In what way do they help or hinder your academic achievement?

6.2 Do your work hours and other personal obligations affect your study?

7. What are the values and norms in your school that helps you or does not help you as an ESL nursing student?

### **Society**

8. What are the cultural values that help you as a nursing student?

8.1 What are the challenges brought by your cultural orientation and values?

### **Supranational**

9. Are you aware of any government policies, local, state, federal, or global policies that support ESL students?

9.1 Among these policies, what specific legislation/s directly affects you in completing the nursing program?

9.2 Do you suggest any particular school or public policy that could potentially help ESL nursing students to be successful in the nursing program?

10. Is there anything else you would like to share with me before we finish this interview?

## Appendix E: Interview Guide

### Research Questions

1. What are the perceptions of the barriers to academic success in nursing school of Asian and Hispanic or Latino ESL nursing students?
2. What are the Asian ESL nursing students' perceptions of the facilitators for academic success in their Associate Degree Nursing Program?
3. What are the Hispanic or Latino ESL nursing students' perceptions of the facilitators for academic success in their Associate Degree Nursing Program?

### Phenomenon of Interest

The phenomenon of interest is the lived experience of ESL nursing students.

### Introduction to the Interview

My name is Jean Lansang. I am the principal investigator for this study. Thank you for taking the time to speak to me today and for your participation. I want to talk to you about your experiences as an ESL nursing student. The purpose of my study is to explore the barriers and facilitators to the academic success of Asian and Hispanic or Latino ESL nursing students who are enrolled in an Associate Degree nursing program.

The interview will take about an hour. I will be recording the session to capture your responses accurately. Also, I will be taking some notes during the session. All responses will be kept confidential, which means that your interview responses will only be shared with my dissertation chair and member. I will ensure that any information I include in the report does not identify you as the respondent. Remember, you don't have

to talk about anything you don't want to, and you may end the interview at any time. Do you have any question before we start?

### **Interview Questions:**

#### **Individual**

1. Tell me about your nursing program and how you came to attend nursing school?
  - 1.1 Tell me about your previous experience in nursing school before this program.
  - 1.2 Tell me about your experiences with teachers and other students or staff in this college?
2. What does it mean to you to be successful in nursing school?

#### **Interpersonal**

3. Tell me about your relationship with your classmates and that affects or does not affect your academic achievements?
4. Describe what it is like for you to be an ESL nursing student.
  - 4.1 What are the challenges that you have experienced as an ESL nursing student?
  - 4.2 Tell me about your typical day when you are experiencing academic difficulty or academic achievement in school?
  - 4.3 What is the most challenging part of learning as a nursing student?
    - 4.3.1 What strategies have you used to overcome these challenges?

#### **Organizational**

5. Tell me about your relationship with the faculty in your school.

5.1 What are the available ESL support programs at your school that you have used or know about? If yes, please tell me about your experience with this support program.

5.2 What support or resources do you think would help you to be successful in the nursing program?

### **Community**

6. Tell me about the community around you (family, friends, work, colleagues).

6.1 In what way do they help or hinder your academic achievement?

6.2 Do your work hours and other personal obligations affect your study?

7. What are the values and norms in your school that helps you or does not help you as an ESL nursing student?

### **Society**

8. What are the cultural values that help you as a nursing student?

8.1 What are the challenges brought by your cultural orientation and values?

### **Supranational**

9. Are you aware of any government policies, local, state, federal, or global policies that support ESL students?

9.1 Among these policies, what specific legislation/s directly affects you in completing the nursing program?

9.2 Do you suggest any particular school or public policy that could potentially help ESL nursing students to be successful in the nursing program?

10. Is there anything else you would like to share with me before we finish this interview?

**Closing the Interview**

Is there anything else you'd like to share with me before we finish this interview?

**Debriefing**

I will thank the participant for allowing me to conduct the interview. I will inform him/her that I respect his/her views and opinion, and I acknowledge all the experiences he/she shared with me. I will ensure the confidentiality of the information collected. Additionally, I will inform the participant that following transcription of the interview, the participant will have the option of reviewing his/her responses for accuracy. The transcript will be available to the participant to review within 1 week of the actual interview. Transcriptions of interviews will be analyzed as part of my course. Further, I will tell the participants that upon request, I will share with him/her the result of the study once it is completed.

## Appendix F: Summary of Emergent Themes by Theoretical Components

Component	Categories		Themes
	Asian	Hispanic or Latino	
Individual	Focuses on emotional stories and not the theory relevant to nursing Inexperienced in clinical practice in the United States Issues in organizing clinical rotations	Presents different information from books, slides and other learning materials Does not give appropriate help when asked by students  Gives culturally insensitive and rude remarks in class to ESL students	Students' Perceptions of Faculty
	Poor communication in pointing out mistakes	Issues with test language and structuring	Culture and Communication
Interpersonal	Second language speaker Some students are more private and prefer studying alone	Gives some sense of not being part of the group as an ESL student	Relationship with classmates
	Too close of a relationship where it is difficult to focus on school tasks	Competitiveness of other students in academics	
	Challenging due to accent, vocabulary, and public speaking	Challenging due to accent, vocabulary, grammar and writing skills	Language Barrier
	Struggle to ask questions	Struggle to ask questions	
	Difficulty in understanding lecture topics and concept in class	Difficulty in understanding the lecture topic, concepts, and medical terminologies in class and retain the information	
	Struggles in balancing family life, work life and student life	Struggles in balancing family life, work life and student life	Time Management

*(table continues)*

Component	Categories		Themes
	Asian	Hispanic or Latino	
	Lack of understanding of a culture resulting to poor judgements and misconceptions	Instructor gives insensitive remarks	Cultural Barrier
	Struggles with finances and money	Experiences with anxiety, and struggles with finances / money	Challenges in personal life
	Teacher's lack of time to see students and respond to their questions		Faculty knowledge and interest
	Issues with test structuring and phrasing		
Organizational	Lack of knowledge and interest related to available resources for ESL students because of its inapplicability	Ineffective resources	Ineffective resources
Community	Does not foster an environment where English language is being practiced	Failure to understand the difficulty in nursing school	Family driven challenges
		Distraction to studies	
	Family obligations lead to lack of time to study.		
	Family values (e.g., observance of religion) and obligations take time away from school work		
	Pressure in succeeding in the career		

*(table continues)*

Component	Categories		Themes
	Asian	Hispanic or Latino	
Society	Difficulty in finding adequate time to study while holding a job	Lack of knowledge or understanding by the family of what nursing is and the challenges that come along with it	Workplace driven challenges
	Criticism and judgment when the family is chosen over school work		
	Expected to perform at a caliber in the program	Difficulty in finding adequate time to study while holding a job	School driven challenge
	Others tend to copy ideas and rely on others for academic success	Workplace does not allow flexible workload	
	Exposure to a non-diverse environment that causes judgment towards other cultures	Testing schedule is too structured to give enough processing time for students with language disabilities, as well as age groups	
	Overstepping boundaries because of cultural similarities		
Supranational	Lack of knowledge, interest and time related to exploring local, national or global resources for ESL students		Inequity, distrust, and lack of diversity
		Discrimination Lack of faith and belief in the system	
		Lack of information, knowledge and interest related to local, national, and global support services available for ESL students	Level of awareness, time, and interest